Self-Assessment and its Impact in Writing Skills of Kinder Students at the Pre

A-1 Level of English

Mariella Alexandra Roca Fabiani

Coordinator: María Rossana Ramírez Ávila

Research Report

Self-Assessment and its Impact in Writing Skills of Kinder Students at the Pre

A-1 Level of English

This research aimed to introduce an innovative pedagogical approach to assess the influence of self-assessment on the written production of students in an Ecuadorian private education institution. The results intended to identify the strengths and weaknesses of students' sentence-writing abilities, in order to offer valuable insights for teachers in designing future lessons.

The main problem targeted in this research lies in the limited skills that students have when writing short sentences in a foreign language, which in this case is English. In a recent participant observation in the private institution where this study was conducted, it was evident that 6 years old students, with a Pre-A1 English level according to the Common European Framework of Reference for Languages (CEFR), were struggling in their writing process. Their writing pieces needed to improve their sentence structure, use of High Frequency Words, use of finger space to separate words, use of period at the end of sentences, and most importantly, they had to learn the writing steps.

Hence, this research will follow Jean Piaget's theory (1948), emphasizing in children's development of autonomy in both moral and intellectual domains. This statement relates to the purpose of education as a constant improvement process (Kamii & Joseph, 2004); while also, allowing the students to learn from the mistakes committed in the learning experience.

Literature Review

The main focus of this research was the improvement of the writing skills in 6-year-old students, through self-assessment. In this literature review, we delved into the multifaceted nature of self-assessment in writing, exploring its significance,

methodologies, and the diverse factors influencing its effectiveness. By examining a range of studies, theories, and practical applications, we aimed to provide a comprehensive overview of the role of self-assessment in the development of writing skills, as well as its implications for educational practices and the broader field of composition studies.

Self-Assessment

Brown and Harris (2013) defined self-assessment as a task conducted by students in which they are able to evaluate their own work and academic performance. Other definitions set by a variety of studies in the matter, included a wide methodologies and techniques that can serve as tools to equip the students in order for them to five value to their own learning experience (Panadero & Alonso-Tapia, 2013; Panadero et al. 2012; Panadero et al., 2014; Panadero et al., 2016). This practice, in terms of its theoretical and reflective approach, helped facilitate the metacognitive processes present in writing (Nielsen, 2012). Hence, according to Nielsen (2012), self-reflection and the encouragement of self-improvement as main pillars in this practice, provided significant resources to evaluate one's own work. This could be summarized in the nature of the self-assessing formative experience in itself. For instance, when it came to learning a new language, Alkhowarizmi and Hamdani (2022) pointed out the ability to manage feedback. For these authors, while students self-assess their academic production, they were able to develop critical thinking.

Particularly, Bardine and Fulton (2008) explored the positive impact of self-assessment in writing through the use of memos. This was a strategy used in their study in order to encourage students to have an introspective look upon their

writing production and therefore its independent revision. The authors used this technique in college writing courses as descriptive evidence obtained throughout multiple student observations that show learners becoming more independent and encouraged in their own learning process (Bardine & Fulton, 2008; Harlin, 2014; Kusnic & Finley, 1993). For instance, another interesting related research was the literacy and learning study in charge of Williamson et al. (2020), who conducted a three year-summer program in Southwestern U.S. that included data from seventh, eighth, and ninth graders with strong academic records. This program explored self-assessment as a mechanism to foster literacy in regards to writing and reading. Particularly, it emphasized the impact on writing assessments, which tend to narrow definitions of literacy and success by prioritizing writing progress.

Nevertheless, there were some critiques around self-assessment in regards to the individualistic trait of the process in itself. For example, Eva and Regehr (2008) drew attention to the self-assessment as an unguided procedure due to the fact it was frequently perceived as an introspective process, whether it was formally acknowledged or not. Andrade (2019) highlighted that a crucial point to consider was that self-evaluations of proficiency became valuable primarily when students were provided with opportunities to address areas where they believed they were less competent or less prepared. In relation to the accuracy of the evaluation process, Andrade (2019) quoted Tejeiro et al. (2012) in her literature review with the intention of addressing the student's unique role. For the author, it was important to acknowledge that students were discerning, especially when they recognized that their self-assessments could impact their ultimate and final grade. In this sense, Andrade (2019) perceived that sometimes some students exaggerated

their self-evaluation because it was a grade and therefore losing the purpose of making it a guide for revision and possible corrections.

Nevertheless, there could be multiple aspects to take into consideration when evaluating the turnout success of self-assessment as a learning technique. According to Spence (2008; 2010), in contrast to conventional evaluations centered on identifying weaknesses and shortcomings, self-assessments proved to be positive and beneficial for the academic performance of students when it allowed them to express their strengths and areas of interests. The qualities of self-assurance and independence are closely connected with the main concept of self-assessment, as it relies on the belief in one's own competence to produce feedback. Nielsen (2012) explained that developing self-assured learners involved providing them with analytical tools, consequently helping them to take control of their educational approaches. This is a principle that can be especially applied to the writing process. Similarly, Andrade's (2019) study gave insights on the positive outcomes regarding self-assessment towards achieving academic goals and aiding students' self-regulation. It was important to note that only through an adequate training, these can be achieved. Therefore, agreeing with Brown and Harris (2013; 2014) on the important focus upon students' academic abilities through the descriptive evaluations that self-assessment can supply.

In order to use self-assessment as an approach for improving writing, the main focus should be placed in the student as the main character in the learning process. In this sense, the observation, questioning and quest to knowledge should be guided by the learner's behavior. In particular, this was tightly connected to the nature in itself of this learning technique due to the role of the main tasks involved in self-assessment. For example, the capacity to monitor and evaluate one's own

critical thinking and mind processes, led to recognizing personal abilities and skills

that had proven to be resourceful and effective (Ratminingsih, et al., 2018). In the

case of young learners, self-assessment became a tool for their academic formation

path, because it helped develop the metacognitive processes. López and Varón

(2018) agreed on this point by pointing out the way in which the children's view on

the world around them, their creation of visual referents and their perceived reality

could be modified through the acknowledgment acquired in self-assessment.

Nonetheless, in order to achieve this success though self-assessment, the use of a

rubric should be a must. Panadero et al. (2012) stated that having a set of criteria that

guided the evaluation processes was the most efficient tool in the learning process.

The use of questions was pointed by the authors as the most commonly used rubric

template (Panadero et al., 2012).

Table 1.

Challenges of the strategy

	Procedure	Definition	Results of Studies	Challenges/limitations
Paper 1 Bardine and Fulton (2008)	Self-reflective Memos	Descriptive evidence in a type like forum	Positive: Learners became more independent and encouraged in their learning process	Depends on how much details are included and the feedback from instructors since the start

| Paper 2 Williamson, Leekeelan & Peixoto (2020) | Pre- and Post-assessments | Summer program that includes a curriculum overview, instructions for teachers and coding | Positive: Foster literacy in regards to writing and reading | Higher tendency to address three particular themes: speed, volume, and surface features of language, instead of meaning and content |
| Paper 3 (Andrade, 2019) | Self-Assigned Marks | Formative and Summative approach | Positive in benefits and negative in regards of application | Students' self-assigned marks tended to be higher than marks given by professors. |

Source: Table created with data collected by the author of this research (Roca, 2023).

Innovation

For the innovation section, the guide primarily centered around writing activities as the main interest goal to evaluate the use of self-assessment as a resourceful technique to learn. Following Panadero et al. (2012) adviced on the implementation of a rubric, a self-assessment checklist was implemented in this action research project. The main criteria were designed following the standards and guidelines of the Common European Framework of Reference (CEFR) level (Pre-A1). From this reference, the use of "high-frequency words" in the grammatical structure of sentences was a primary referent to tackle, which in this case study are "I", "like" and "to". Other aspects included the word order, the proper use of punctuation, the correct spacing throughout the sentences and overall, the production of complete sentences.

In the implementation of the innovation plan, ten students were chosen from a private school from Guayaquil. The study subjects were between five to six years old

and they had a CEFR level of Pre-A1. Overall, the main goal of the innovation plan was to evaluate the skill to express the student's own interests and likes of students through independent sentence composition.

The innovation plan used questions to guide the self-assessment process of students in order for them to accomplish the given tasks in an efficient way. These questions were designed as a reminder of the main tasks from the rubric, such was the implementation of high-frequency words and the use of periods. As well, the questions encouraged the students to express their likes and dislikes. The rubric for evaluation targeted the capacity of communicating information through the written word, and by doing so, being able to formulate ideas in well-structured sentences. In this process, the teacher's aid was only viewed as a complementary factor in cases where the students had encountered any kind of obstacles or difficulties.

The GRASPS framework (Goal, Role, Audience, Situation, Performance, and Standards), was considered when assessing students' writing skills. Each section allowed students to strengthen the students' writing competences by focusing in content and format. Hence the post-test task for the last week of the assessment process was designed accordingly:

Table 2.

Post-test assessment

#	Task	Description	Aim
1	Writing short sentences	Instruction: Describe likes and interests	Communicate the results with their peers

| 2 | Writing short sentences | Instruction: Write about personal preference | Identify common interests with their peers |
| 3 | Presentations | Instruction: Present the created short sentences to the classmates and teacher | Foster communication by creating an environment for sharing and bonding |

Source: Creation of the author (Roca, 2023).

During the first week, the design of the task intended to enhance the main grammatical writing skills though short sentences. The structure followed was the use of the personal pronoun, "like" as a main verb, followed by "to" and a complement. This last part was essential in order to allow student to communicate their personal interests through the use of this high-frequency words. The teacher encouraged critical thinking and creativity by asking several questions regarding past activities, favorite preferences of color and food, among others. In this process, students were motivated to share only what they felt comfortable with, meaning that they knew they were going to share their ideas with the entire classroom.

During the following session, by the ending of the first week, the self-assessment rubric was introduced. In this point the pre-task served as a parameter to evaluate the further improvement of the students. Each of the sessions had a particular goal set, which were: spacing, order and content. A description of the Work plan can be consulted in the Appendix 1. Bearing in mind that by the 8th session, students had a post-task that aimed to evaluate the use of the self-assessment checklist in the

learning process. Particularly, this focused on the transfer goal of improving written communication skills through the expression of individual interests.

In the end, students presented their likes and interests in small groups, allowing them to discover commonalities with their peers. The assessment process involved students using a self-assessment checklist (Appendix 2) while the teacher utilized a rubric to measure writing skills (Appendix 3). In order to perform this task successfully, students needed to possess certain skills, including a certain familiarity with the high-frequency words. They also had to have knowledge in regards of letter sounds, understanding correct word order and the ability to apply appropriate spacing on the page. The lesson plan was designed to be conducted over eight class periods, with each lesson lasting forty minutes. The innovation was implemented over the course of four weeks.

Table 3.

Lesson plan

Week session	Task	Description
1	Separation of words and High Frequency Words	Instruction: Students learned to separate words by using finger space and then learned to use the high frequency word "I" when writing sentences.

2	Writing sentences and word order	Instruction: Students learned to write sentences with the correct word order. The teacher will model how to separate words, and the students will put sentences in the correct order by using word cards.
3	Presentations	Instruction: Present the created short sentences to the classmates and teacher
4	Writing sentences with High Frequency Words	Instruction: Write sentences expressing likes and interest with the High Frequency Words and grammar content learned.

Source: Creation of the author (Roca, 2023).

The rubric proposed by Lucy Calkins (2006) served as a reference in the innovation process, through which students were intended to learn different techniques such as: writing about what one knows, stretching the sound of words to be able to write, draw with details before writing, label their drawings, continue to add details to their compositions, and review previous compositions and improve them. The Lucy Calkins' checklist was used in every writing session and served as a tool for the students to self-assess their work. This innovation lasted four weeks; from July 10th to August 4th of the present year, it will be two times a week, and each session will last one hour.

According to Calkins (2006, p.3), this methodology is based on 7 essential points*:*

1.- Writing must be taught like any other skill, so it must be taught with explicit intention.

2.- Students deserve to write with a real purpose.

3.- Writers write to give meaning to their pages; the easiest way is to teach them to pick topics of their own choosing.

4.- Students deserve to be explicitly taught how to write; this includes spelling and strategies for good composition.

5.- Students deserve the opportunity and the necessary instruction to complete the cycle of the writing process: practice, draft, review, edit, and publish their compositions.

6.- Writers read; so, they should be given reading spaces in which they can enrich themselves.

7.- Students deserve clear goals and constant feedback.

Research Methodology

Costello (2003, p. 3), quoting Frost (2002, p.25) defined Action Research as "a process of systematic reflection, inquiry and action carried out by individuals about their own professional practice". Thus, this was a dynamic and participatory research methodology that places the power of investigation and change in the hands of those who encounter real-world problems on a daily basis. Its collaborative nature provided the resources to identify, address and explore different situations, while empowering individuals towards innovation.

Action Research was a transformative process that enhanced education by embracing change. It fostered active participation, making educators integral members rather than detached observers in the research journey. This approach encouraged teachers to engage in critical self-reflection about their instructional

practices, ultimately contributing to the overall improvement of education. To summarize as stated by Efron and Ravid (2013, p. 2): "action research is usually defined as an inquiry conducted by educators in their own settings in order to advance their practice and improve their students' learning". Therefore, the research question to guide this report was: How does self-assessment improve 6 years old Writing Skills at an Ecuadorian private school using English as a second language?

Participants

The educational program that the chosen private school in Guayaquil offered was a program based on the immersion of English in a natural way, through experiential experiences, thus acquiring English on a day-to-day basis through interaction with teachers and classmates. The group that participated in this research are kinder students between 5 and 6 years old, and have a Pre-A1 English level. Most of them are Ecuadorian, but there are also students from Latin American countries such as Venezuela and Colombia as a result of the regional migratory situation.

Regarding the logistical aspects of the research implementation, the classroom was spacious, well-lit, organized, and maintained in a clean and orderly manner. It was abundantly stocked with didactic materials that were readily available and accessible to students whenever the need arises. The class consisted of 20 students, which combined 12 girls and 8 boys, and they were under the guidance of two dedicated teachers throughout the day. It was worth noting that the classroom was subdivided into distinct learning corners. The purpose of this arrangement was to empower students to explore their learning independently, foster critical thinking, and facilitate problem-solving. These activities were designed to cultivate students' independence, curiosity, intrinsic motivation, and boost their self-esteem.

Instruments

The pedagogical innovation described here found its foundation in quantitative research, a method focused on gathering numerical data from individuals or groups and applying statistical analyses to interpret the collected data (Slavin, 2008). Given that the primary objective of this research was to ascertain the influence of self-assessment on students' written output, the utilization of a quantitative approach becomes instrumental in unveiling causal relationships and their subsequent effects following implementation. As noted, experimental studies were especially adept at investigating cause-and-effect relationships (Mertler & Charles, 2010). Hence, the data analysis was conducted through a rubric to evaluate the pre and post-tests developed by the children in the chosen education Institution.

In terms of the pre-tests, the students had to write three sentences using the High Frequency Word "I" at the second lesson of the first week. In regards to the post-tests, during lesson 8, which was the last session, the students were assessed using GRASPS Framework. The goal for the task was writing short sentences about personal preferences or interests, in which the role of the student is to communicate their likes/dislikes to their classmates as the assigned audience. The context was useful as the time lapse of this action research was at the beginning of the school year, hence the instructions helped the children integrate and get to know each other while practicing English as a second language.

Data Analysis

The data analysis for this action research, centered on the enhancement of writing skills through self-assessment, entails a comprehensive evaluation of the progress and outcomes observed across eight instructional sessions spanning four weeks. These synchronous classes, with a weekly duration of two hours, were meticulously structured to target specific facets of writing proficiency. In the self-

assessment process, two main areas were considered for the evaluation. The first indicator was the completion of the rubric, which is going to be analyzed through descriptive analysis. The second one was the participation in the reflection discussions during the following sessions after the completion of the rubric. This data will also be divided taking into consideration the pre-test and the post-test.

Beyond employing a checklist for self-assessment after each session, students engage in discussions about their results in subsequent sessions. This iterative process fosters continuous self-feedback and collaborative deliberations on improvement strategies. Additionally, the teacher assigns grades throughout the four weeks, evaluating language usage, organizational skills, punctuation, and content to gauge an overall improvement score for each student. Qualitative data, derived from commentaries provided by the children, are also considered in the assessment process, contributing valuable insights to the qualitative dimension of the research.

Ethical Considerations

The study adhered to a stringent ethical protocol, using as parameter the one outlined by Banegas and Villacañas de Castro (2015). In the initial stages, the researcher secured permission from the school to implement the pedagogical innovation. Subsequently, participants were provided with a comprehensive explanation of the research's objectives, and their consent was obtained, along with parental authorization. Importantly, collaboration and participation were entirely voluntary, affording participants full autonomy and the freedom to withdraw from the study at any point, without incurring adverse consequences, in accordance with the principles delineated by Jones and Stanley (2010, p. 151). To safeguard students' privacy and ensure anonymity, pseudonyms were used, and no specific details such as names, physical characteristics, race, or economic circumstances were disclosed.

Special attention was taken into consideration due to the participation of minors

ranging from the ages of 5 and 6 years old.

Results

In this section, the results are given by using the quantitative and qualitative

data registered throughout the four weeks of research.

Table 4.
Descriptive Table Pre-Test and Post-Test Tasks

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-test	10	3.00	8.00	5.7000	1.83000
Post-test	10	10.00	12.00	11.7000	.67000

Source: Creation of the author (Roca, 2023).

The overall results from the data acquired throughout the first given task (pre-

test) and the last given task (post-test) portrayed a considerable improvement. From a

general perspective, the minimum score of 3 at the pre-test to a rise of 7-point

difference at the post-test, having a final minimal score of 10 from the average group.

The maximum grade assigned by the teacher also suffered some changes at the

general level, increasing from 8 at the pre-test to a 12-point at the post-test. The

overall mean shows a 6-point improvement of the post-test from the pre-test score.

Figure 1.
The use of Language
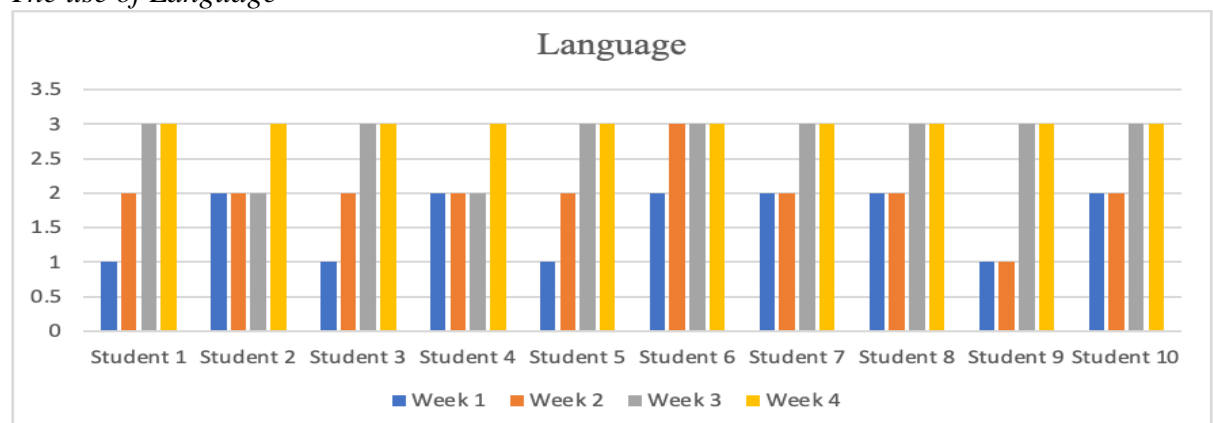
Source: Self-produced (Roca, 2023)

In terms of the assessment of the use of language, initially in the first week of the study the mean score was 1.6 because 6 out of 10 students had 2 points. The progress was quick since in the second week, only one of the students maintained the 1-point score. By week 3, there was a significant improvement as the overall mean was 2.8 due to the fact that 8 out of 10 students already scored 3. In the final week, all of the students had the maximum 3-point score in the language aspect.

Figure 2.
*Organization - Word order*
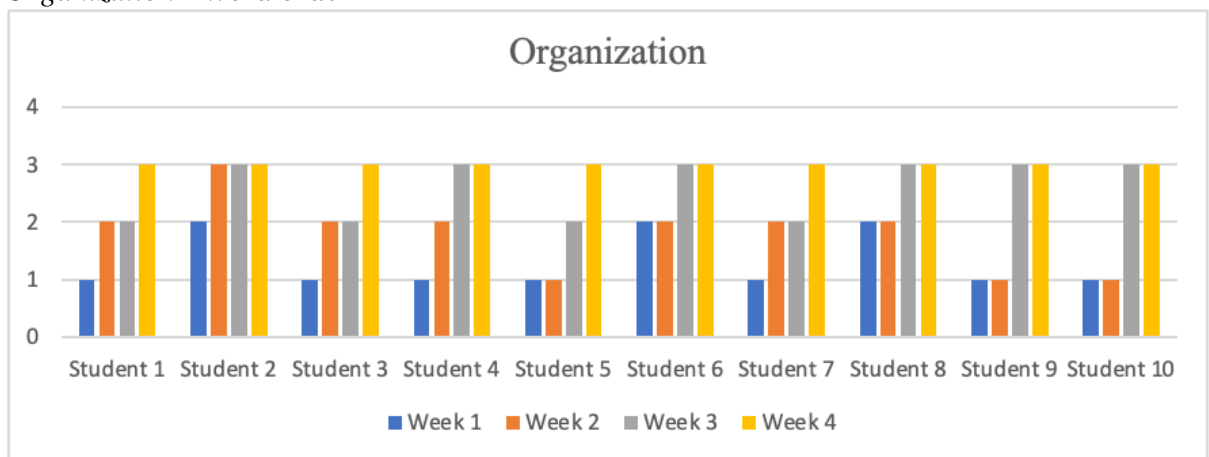
Source: Self-produced (Roca, 2023)

The students' progress in the word order aspect showed a more consistent pathway throughout the weeks. During the first week 70% of the students were able to score only 1 point in the summative tasks. The following week there was an improvement that was mainly evidenced in the rise of the grading of seven students. From this group, one particular student was able to score the maximum grade in this element of the task at the end of the second week, while other six students had 2-points. During the third evaluation, the scores went up when 6 students had acquired the maximum grade, leading to a full score achievement of all the students in their organization skills by the final week.

Figure 3.
Use of Punctuation
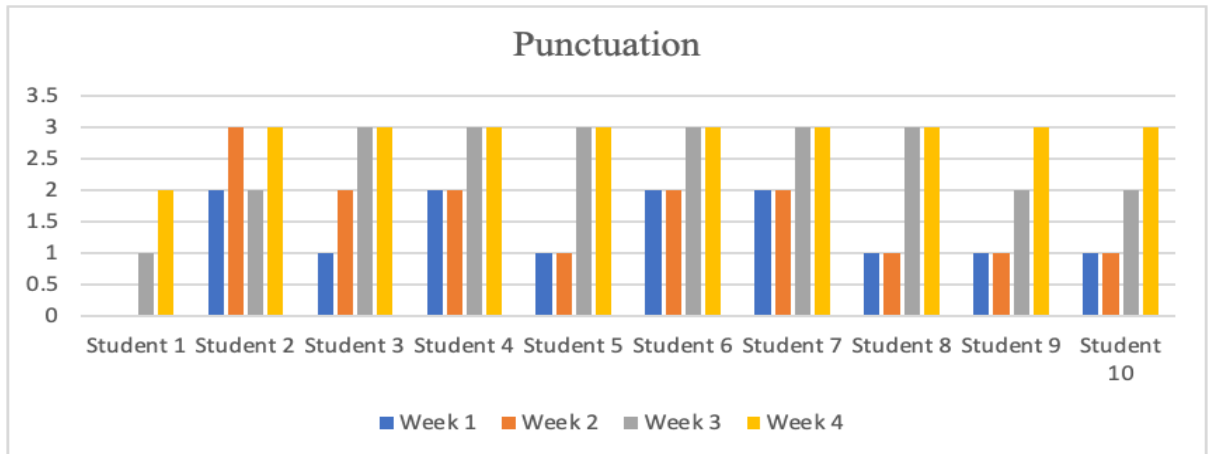
Source: Self-produced (Roca, 2023)

For the punctuation scores, the main goal of the students was to be able to construct a full written idea and finish it with a period. Even though the task seemed very simple, this branch of the checklist had proven to be one that represented many challenges. For instance, the scores acquired by the children showed that half of the class had a score of only 1 point and one student was not able to make any marks in the first week. Interestingly, the struggles seemed to persist as the results from the first to the second week did not appear to change much. The landscape changed at the third week, where a drastic change was evidenced where the majority of the class had 3 marks in this aspect. The final results of the summative task portrayed that 90% of the class had the maximum grade by the end of the fourth week.

Figure 4.
Content of sentences
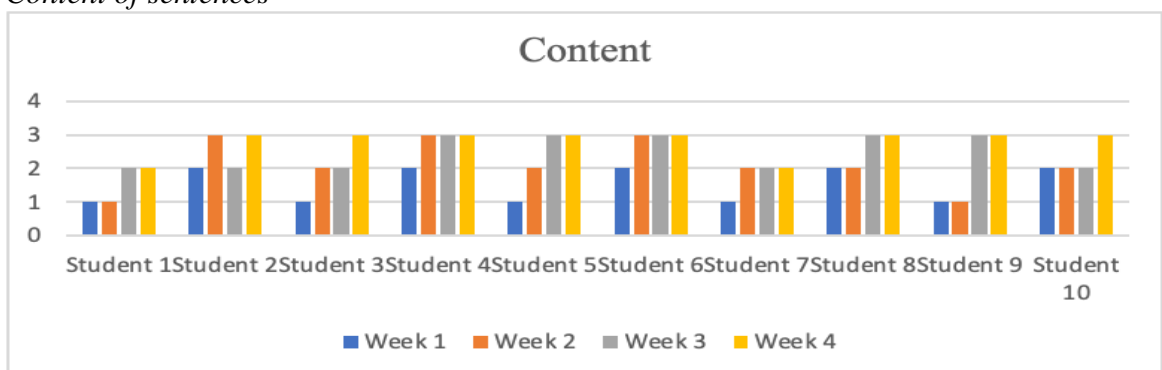
Source: Self-produced (Roca, 2023)

As a final aspect, the ability of the students to communicate their interests through the use of high frequency words "I like to" was the variable that presented the quickest increase in general grading. Taking into account that in the first week, 50% of the class was able to score 2 out of the maximum 3 points. This can be contrasted in regards to the level of English that the students previously had and their usage of vocabulary. As the content chart shows, there was a consistency in the general average result of each one of the students. Nonetheless, only 80% of the class was able to fully acquire the maximum grade by the end week of assessment. As a particular note, it should be highlighted that a major improvement was seen in one particular student who started with only 1 point and ended up having 3. Overall, these results seem positive to conclude on the transfer goal regarding been able to express one's own likes.

Figure 5.
Overall Scores of Students
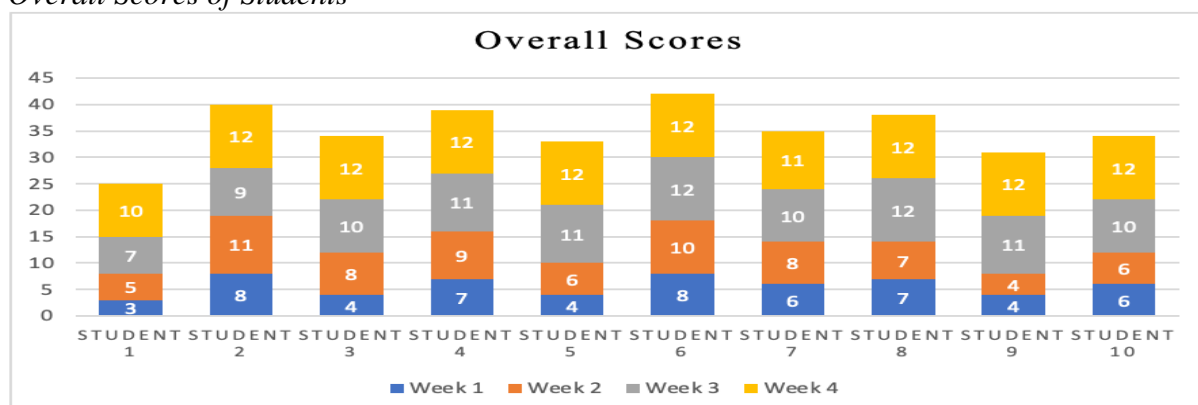
Source: Self-produced (Roca, 2023)

This final chart presents the overall scores of the ten students that participated in this action research. The first week shows the variety in terms of the level of English of the students. The lowest overall score is 3 and the highest is 8. By the fourth week 8 out of the ten students were able to reach the maximum 12 points by scoring 3-points in the four aspects: language, organization, punctuation and content. The final grade of the students shows the ability of improvement considering that

three students that started week one with the second lowest overall score, ended up

the fourth week achieving the maximum points. In terms of the summative results,

the lowest final score was 25 and the highest was 42.

Table 3.
Self-Assessment - Evaluation of Rubric

Frequency	Completion of Rubric		Participation in reflection of the rubric	
	Pre-Test	Post-Test	Pre-Test	Post-Test
Always	0	8	0	7
Sometimes	3	0	6	3
Never	7	2	4	0

Source: Self-produced (Roca, 2023)

Regarding the completion of the checklist and the exercise of self-assessment,

the difference in terms of engagement of the students is clear when contrasting the

pre-test with the post-test. At the beginning, the majority of the students did not finish

the rubric and only three students did it sometimes. Nevertheless, by the time the post-

test was made, eight students always completed the rubric and only 2 never did it. The

discussion among students and teachers also presented major differences between the

pre-test and the post-test. At the starting week, six students sometimes participated in

reflection while four students remained silent. By the end of the fourth week, all the

students participated, seven always had something to contribute about their checklist

and three sometimes engaged as well.

This can be sustained with the qualitative data registered throughout the

sessions in regards to the rubric. For example, a higher level of autonomy was

evidenced as one of the students commented: "Why do we ask for so much help when

we can do this by ourselves?". Another interesting quote stated "Mariella, today I

didn't ask for help that I don´t need". As well, it is important to mention that it was a

priority to make the completion of the rubric a habit. For instance, when a student

asked "is this ok?", the answer given was "Check your rubric, and you decide".

Hence, the use of the rubric was becoming more common in the daily tasks of the

students.

Discussion

The results in the language section from an average score of 1.6 to a 3 by the

final week of the assessment shows the ability of the students in relation to the use of

High Frequency Words. It is important to mention that the pre-test was done at the

end of the first week and it was specifically aimed to target the use of language by

using the HFW "I", "like" and "to". The use of additional material like warm ups and

videos was definitely an aid in the learning process. Nevertheless, the introduction to

the checklist by the second session of the first week of research could have served not

just as a self-assessment tool but also as a guide to follow up the right structure.

In terms of organization abilities, there were several exercises in the work plan

that focused on the word order. Without a doubt, this skill was set as a main priority

because it was important to establish the difference in grammar and word order when

it comes to English as a second language. Specifically, since the first lesson of week

1, this ability was required to students through the objective of separating words by

using their fingers. Punctuation was one of the easiest tasks to self-assess as the

students only needed to check the use of the period at the end of the sentence. In this

section, the rubric also served as a reminder to not forget this step. The content aspect

was the one that showed more complexity because it required a greater ability of

vocabulary in order to be able to write two or three sentences about the students'

interests.

In terms of the use of self-assessment in order to improve writing skills, the

research shows that it does help as a way to develop autonomy in students. The

discussions during the sessions in regards to the checklist helped the students to be more outspoken about their learning process. Andrade (2019) stated about self-assessment as an opportunity for the students to address certain doubts, as many of the students commented about going back to the rubric to improve their task. This confirms what Eva and Regehr (2008) highlighted about the ability of introspection required, even though sometimes the children are unaware of it. For instance, the students were more communicative about their performance during the post-test rather than at the initial pre-test.

The fact that eight students were able to achieve the maximum grade is a great indicator about the advantages of self-assessment in the academic performance of students as discussed by Spence (2010). By having the checklist available, some students felt more confident to make their own decisions while doing their work without having to consult the teacher. Nielsen (2012) agreed in the sense that self-assured learners are able to be empowered to take over their own process of learning. Though self-assessment through the checklist cannot be considered as completely independent because the teacher was constantly reminding the students to use the checklist when they had questions about their performance and in some cases even some students forgot about the checklist.

Conclusions

In conclusion, the data analysis reveals substantial improvements in various aspects of writing skills through the implementation of self-assessment strategies over the four-week action research period. The assessment of language use demonstrated a rapid progression, with all students achieving the maximum 3-point score by the final week, showcasing their proficiency in incorporating High-Frequency Words. In terms of organizational skills, a consistent upward trajectory was observed, emphasizing the

importance of word order, which was strategically integrated into the curriculum from the outset. Punctuation, initially a weaker aspect, exhibited notable progress, with the majority achieving the highest score by the fourth week. The content aspect showcased a consistent pace of improvement, with most students reaching high scores and even those who started with lower scores achieving the maximum by the end.

The overall scores reflect the students' commendable development, with the majority achieving the maximum possible points, emphasizing their ability to apply learned skills in diverse aspects of writing. The engagement and commitment of students to self-assessment became evident through the checklist completion, transitioning from sporadic participation to routine engagement, indicating the establishment of a self-assessment habit. Qualitative data further supported the positive impact of self-assessment, revealing increased autonomy and self-awareness among students, as reflected in their comments and reflections.

The research underscores the effectiveness of self-assessment as a tool for enhancing writing skills and fostering student autonomy. The continuous improvement observed in both quantitative and qualitative data, along with increased student engagement, highlights the valuable role of self-assessment in the learning process. The results support existing literature emphasizing self-assessment's potential for promoting student introspection, addressing doubts, and facilitating a more communicative and reflective learning environment.

Limitations

During this action research study, there were several limitations to consider. Firstly, the age group of 5 to 6-year-olds presented several challenges in maintaining consistent engagement and attention. Particularly, this was evidenced in the fact that some students did not always fill the checklist. This could be questionable in the sense

of to what extent the kids found it valuable as a resource mechanism without the teacher's reminder. Consequently, the use of the checklist as a self-assessment tool proved to be challenging for some students, impacting the accuracy of their assessments. In addition, the relatively short period of duration of the study, may have limited the depth of skill development, which can also reduce the ability to demonstrate the potential results of using self-assessment as a learning technique for improving writing skills. Aside from this, the exclusive focus on a specific school context may affect the general applicability. Bearing in mind all these comments, this section aims to highlight the need of a cautious interpretation of the overall results and as well, encourages to suggest areas for improvement in future research.

Recommendations

If this study were to be replicated, it should be advisable to explore more adequate strategies that function according to the developmental stage of 5 to 6-year-olds. The aging variable was not a main aspect considered during the literature review, which could have been an important reference in order to ensure sustained participation of the students throughout sessions. As well, during the sessions it was evident that an active role of the teacher as a guide was crucial to the fulfillment of the checklist. Therefore, giving some guidelines and training on interpreting checklist items may contribute to encourage students to always complete the checklist while also increasing the students' confidence in self-assessment. Without a doubt, for more enriching results, it is necessary to consider increasing the number of students and the study duration. Both of these aspects would enable a more in-depth examination of the long-term impact of self-assessment on writing skills. As a personal note, considering the multicultural Ecuadorian context and overall, the globalized conditions in which our world stands, it is fundamental to consider replicating the

SELF ASSESSMENT AND WRITING

study in diverse educational contexts and incorporating multifaceted data collection

methods beyond self-assessment checklists. This would contribute to a more

comprehensive understanding of the intervention's generalizability and effectiveness.

References

Alkhowarizmi, A., & Hamdani, H. (2018). The effect of using self-assessment

   technique towards EFL students' writing skills. *Edulitics (Education,*

   Literature, and Linguistics) Journal, 11(9), 88-100.

   https://doi.org/10.52166/edulitics.v7i2.3572

Andrade, H. L. (2019). A critical review of research on student self-assessment.

   Frontiers in Education, 4 (87), 1 – 13.

   https://doi.org/10.3389/feduc.2019.00087

Banegas, D.L. & Villacañas de Castro, L.S. (2015). A look at ethical issues in action

   research in education. *Argentinian Journal of Applied Linguistic.* 3(1), 58 –

   67. https://core.ac.uk/download/pdf/71040771.pdf

Bardine, B. & Fulton, A. (2008). Analyzing the benefits of revision memos during the

   writing and revision process. *The Clearing House,* 81, 149 – 154.

   https://doi.org/10.3200/TCHS.81.4.149-154

Brown, G. T., and Harris, L. R. (2013). "Student self-assessment," in *Sage Handbook*

   of Research on Classroom Assessment, ed J. H. McMillan (Los Angeles, CA:

   Sage), 367–393. DOI: 10.4135/9781452218649.n21

Brown, G. T. L., and Harris, L. R. (2014). *The future of self-assessment in classroom*

   practice: reframing self-assessment as a core competency. Frontline Learn.

   Res. 3, 22–30. DOI: 10.14786/flr.v2i1.24

Costello, P. J. M. (2003). *Action Research.* London: Continuum

Efron, S. A. & Ravid, R. (2019). *Action Research in Education: A Practical Guide*.

   New York: Guilford Publications.

Eva, K. W., & Regehr, G. (2008). "I'll never play professional football" and other

   fallacies of self-assessment. *Continuem Education Health Professions*, 28, 14–

19.
https://www.researchgate.net/publication/5486558_I'll_never_play_profession
al_football_and_other_fallacies_of_self-assessment

Harlin, E. (2014). Watching oneself teach—long-term effects of teachers' reflections on their video recorded teaching. *Technology, Pedagogy and Education*, 23, 507-521. DOI:10.1080/1475939X.2013.822413

Harris, L. R., and Brown, G. T. L. (2013). Opportunities and obstacles to consider when using peer- and self-assessment to improve student learning: Case studies into teachers' implementation. *Teach. Teach. Educ.* 36, 101–111. DOI: 10.1016/j.tate.2013.07.008

Jones, M. & Stanley, G. (2010). Collaborative action research: a democratic undertaking or a web of collusion and compliance? *International Journal of Research and Method in Education*, 33(2), 151 – 63. https://doi.org/10.1080/1743727X.2010.484549

Kamii, C., & Joseph, L. (2004). *Young Children Continue to Reinvent Arithmetic-2nd Grade: Implications of Piaget's Theory.* New York: Teachers College Press. https://eric.ed.gov/?id=ed458123

Kusnic, E., & L. Finley. (1993). Student self-evaluation: An introduction and rationale. *New Directions for Teaching and Learning,* (56), 5 - 14. DOI: 10.1002/tl.37219935603

López, N.F. & Varón, M. E. (2018). Building writing skills in English in fifth graders: Analysis of strategies based on literature and creativity. *English Language Teaching,* 11(9), 102 – 117. DOI: 10.5539/elt.v11n9p102

Mertler, C. A. & Charles, C.M. (2005). *Introduction to Educational Research.* Boston: Pearson

Nielsen, K. (2012). Self-assessment methods in writing instruction: a

conceptual framework, successful practices and essential strategies.

Journal of Research in Reading, 37(1), 1- 16.

https://doi.org/10.1111/j.1467-9817.2012.01533.x

Panadero, E., and Alonso-Tapia, J. (2013). Self-assessment: theoretical and practical

connotations. When it happens, how is it acquired and what to do to develop it

in our students. Electron. J. Res. Educ. Psychol. 11, 551–576. doi:

10.14204/ejrep.30.12200

Panadero, E., Alonso-Tapia, J., and Huertas, J. A. (2012). Rubrics and self-assessment

scripts effects on self-regulation, learning and self- efficacy in secondary

education. Learn. Individ. Differ. 22, 806–813. doi:

10.1016/j.lindif.2012.04.007

Panadero, E., Alonso-Tapia, J., and Huertas, J. A. (2014). Rubrics vs. self-assessment

scripts: effects on first year university students' self-regulation and

performance. J. Study Educ. Dev. 3, 149–183. doi:

10.1080/02103702.2014.881655

Panadero, E., Brown, G. L., & Strijbos, J.-W. (2016). The future of student self-

assessment: a review of known unknowns and potential directions. *Education*

Psycholy Review, 28, 803–830.

https://link.springer.com/article/10.1007/s10648-015-9350-2

Slavin, R. (2008). What works? Issues in synthesizing educational program

evaluations. *Educational Researcher,* 37 (1), 5 – 14.

https://www.jstor.org/stable/30133882

SELF ASSESSMENT AND WRITING

Spence, L. K. (2008). Generous reading: Discovering dialogic voices in writing.

English in Education, 42, 253–268.

https://files.eric.ed.gov/fulltext/EJ1368897.pdf

Spence, L.K. (2010). Discerning writing assessment: Insights into an analytical rubric.

Language Arts, 87(5), 337–352.

https://scholarcommons.sc.edu/cgi/viewcontent.cgi?referer=&httpsredir=1&article=1005&context=edcs_facpub

Williamson, T., LeeKeenan, K. & Peixoto, S. (2020). More, faster, neater: Middle

school students' self-assessed literacy concerns. *Journal of Adolescent &*

Adult Literacy, 64, 3, 291-300. https://doi.org/10.1002/jaal.1092

SELF ASSESSMENT AND WRITING

Appendix 1

Lesson Plan

Available upon request.

Appendix 2

Checklist

Available upon request.

Appendix 3

Writing Rubric

Available upon request.

Appendix 4

Grades

Available upon request.

Appendix 5

Eportfolio

Available upon request.