



**Peer Assessment Strategy to Help Middle and High School Students Engage in their
English Learning Process**

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Dedication

I dedicate this project to my parents, siblings, and my cat for the great support even when things were so tough. They always motivated me to keep working, to my friends who believed in me during the entire process, and to the teachers and professors who were an inspiration in my process.

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Abstract

This action research study was conducted in a public educational institution in Antioquia to explore the implementation of peer assessment as a strategy to improve students' oral communication skills. The research contextualizes the academic context, defines the objectives, and key concepts related to peer assessment. This study details the interventions applied, including the use of evaluation rubrics, and examines the responses of 7th and 11th-grade student groups to the action plan. The study presents the research findings and critically analyzes the effectiveness of peer assessment as a functional strategy for secondary school students. Emphasis is placed on how peer evaluation contributes to skill development, student engagement, and collaborative learning. The results provide valuable insights into the potential benefits and challenges of integrating peer assessment within the secondary education framework, highlighting student's role in learning and improving oral proficiency. This investigation adds to the growing evidence supporting peer assessment as an effective pedagogical tool in diverse secondary school contexts.

Keywords: Peer assessment, cooperative learning, evaluation, feedback, structured Criteria.

Resumen

Este estudio de investigación-acción se realizó en una institución educativa pública de Antioquia para explorar la implementación de la evaluación entre pares como estrategia para mejorar las competencias comunicativas y orales de los estudiantes. La investigación describe el contexto académico, define los objetivos y los conceptos clave relacionados con la evaluación entre pares. El estudio detalla las intervenciones aplicadas, incluyendo el uso de rúbricas de evaluación, y examina las respuestas de los grupos de estudiantes de 7° y 11° grado al plan de acción. El estudio presenta los resultados de la investigación y analiza críticamente la eficacia de la evaluación entre iguales como estrategia funcional para los estudiantes de secundaria. Se hace énfasis en cómo la evaluación entre iguales contribuye al desarrollo de habilidades, al compromiso de los estudiantes y al aprendizaje colaborativo. Los resultados aportan valiosas ideas sobre los posibles beneficios y retos de la integración de la evaluación entre iguales en el marco de la educación secundaria, destacando el papel del estudiante en el aprendizaje y la mejora de la competencia oral. Esta investigación se suma a la creciente evidencia que apoya la evaluación entre iguales como herramienta pedagógica eficaz en diversos contextos de la enseñanza secundaria.

Palabras clave: Evaluación entre iguales, aprendizaje cooperativo, evaluación, feedback, Criterios estructurados.

Introduction

For a long time, students have been viewed primarily in a single role—that of the learner. However, what if students could take on an additional role beyond simply acquiring knowledge? What if they could also evaluate their peers, identifying areas for improvement to enhance both their classmates' learning processes and their own?

With this consideration in mind, this study explores the possibility of allowing students, guided by structured rubrics and clear criteria, to assume this new role of peer evaluator. The aim is to support the learning process not only of their peers but also of themselves, by providing opportunities for constructive feedback and reciprocal assessment.

To investigate this, an action research project was conducted in a public school in Itagüí, Colombia. Various group activities were implemented with secondary school students, during which they assessed their peers' performance and learning progress through peer assessment. This process was facilitated by rubrics and indirectly supervised by teachers.

To evaluate the impact of this intervention, all student-submitted work during class sessions was reviewed and analyzed. Additionally, student feedback was collected to triangulate the data and gain a comprehensive understanding of the outcomes, and the results provide valuable insights into how peer assessment can enhance student engagement and improve the English learning process.

Description of the Context

At the beginning of my professional practicum process, I started working at CEFA (Centro Formativo de Antioquia), a school located in Commune 10, La Candelaria. This institution provides education exclusively for female students, covering grades 6th through 11th. Additionally, the school offers technical education programs in various modalities, which aim to prepare students with practical skills alongside their academic studies.

During this initial phase, I worked primarily with grades 6th and 7th students. My responsibilities included observing the students to identify areas where they could improve and directly teaching lessons to both grade levels. These observations were crucial for understanding the students' needs and tailoring my teaching approach accordingly. However, partway through the internship, there was an unexpected interruption. Due to administrative decisions, the institution chose to end its collaboration with the practicum student. As a result, I had to transfer my internship to another educational institution, the Pedro Estrada School.

Educational Institution Pedro Estrada is located in the San Fernando neighborhood in Itagüí, this is one of the main institutions of this neighborhood. Founded by the businessman Pedro Estrada Gonzalez, the institution began its services in 1954, however, it was not until 1995 that the institution began to teach the basic secondary from grade 6th to grade 9th. In 2001, the I.E. Pedro Estrada offered grades 10th and 11th. Since then, the Institutional Educational Project is based on the *Person*, on the human being, the basis of society, of coexistence, called *Happiness*, where the formation of human values, enables spiritual growth and academic demand.

Currently, the institution is located in a strategic area of Itagüí, since it is near the central wholesale of Antioquia, which helps the institution with donations of food, materials and spaces that facilitate teaching in this institution. It is also located near a field and a UVA, which facilitates sports courses. Also near the institution, there is a house of culture, which allows students and their families to perform cultural activities more easily.

Regarding the context of the population at the Pedro Estrada school, most of the students come from strata one, two, and three, although the school is registered as strata two. The community where the school is located faces high levels of family disintegration, domestic violence, child abuse, drug addiction, alcoholism, and prostitution. In addition, there is a lack of cultural and recreational resources, and high unemployment among young people and parents, which forces many to work in the informal sector under difficult conditions.

A large percentage of the families are unmarried or unstable, with single mothers whose children live with grandparents or aunts and uncles while they look for a livelihood, studying at night. This limits the affective presence and paternal accompaniment. In recent years, many families displaced by the armed conflict have arrived in Itagüí, seeking schooling, which has required an effort of adaptation and emotional and psychological support to improve school and family coexistence. Parents delegate the responsibility and accompaniment of their children to the institution because many have lost everything.

Regarding the students, in the 11th grade there are groups of 26 and 30 students, and sometimes there are some problems of coexistence and respect for the norm due to the family

and social contexts in which they live. However, they are students who have an open attitude towards learning.

About the CT, Professor Manuel Salvador Arcila, he describes himself as an eclectic educator who prioritizes dynamic, proactive methods. He employs diverse approaches, strategies, and tools to engage students, actively seeking resources to enhance his work environment. Over time, he has refined his ability to navigate classroom challenges efficiently and contribute meaningfully to his students. His current context presents significant challenges, prompting daily reflection on his role's impact, the possibilities available, and strategies for addressing his students' lived realities. Also, professor Arcila has essential qualities for an effective teaching process such as patience and critical thinking. He recognizes that teaching English often involves preparing individuals to shift habits and integrate into society. Even well-structured lessons require adaptability, as plans frequently need revision. Effective teachers must be attentive listeners, persistent in their efforts, and role models who exemplify integrity through action. Mastery of diverse resources and strategies to motivate learners is equally vital.

Statement of the Problem

Considering the characteristics of the groups in which the practicum and research processes were implemented, and analyzing the descriptions and reflections of the practicum journal, the implementation of the Peer Assessment Learning was decided and analyzed with the Cooperating Teacher and it was determined that such theory and approach would benefit and

increase learners attitude and performance in English as well as their motivation to participate in class mostly in the oral way.

Research Question

How does the implementation of a peer assessment strategy help middle and high school students at IE Pedro Estrada engage in their English learning process?

Objectives

General Objective

To improve the English learning process of middle and high school students using the peer assessment strategy.

Specific Objectives

1. Promoting activities in which students explore their roles as evaluators and learners according to the Peer Assessment strategy.
2. Enhancing the development of oral skills in English by working with the support of their peers.
3. Analyzing the benefits associated with the peer assessment strategy used in groups of middle and high school students.

Theoretical Framework

The peer assessment is a process of education in which learners/students of equal status evaluate each other's performance using a predetermined criterion, using collaborative learning. Also, the peer assessment includes academic definitions to describe the type of evaluation. Since it involves different associated concepts, in the following paragraphs such connected ideas will be explained.

Summative evaluations: In this kind of assessment, learners/students assign a grade to the final submission using a rubric, promoting accountability.

Formative assessment: In this evaluation, the learners/students provide feedback to improve understanding and skills.

Structured Criteria: The evaluations are guided by standards to ensure fairness with learning objectives.

Feedback: Peers provide constructive comments, enhancing critical thinking and self-reflection.

Collaborative negotiation: Outcomes often involve discussions to reconcile differing assessments, deepening subject-matter comprehension.

The practice of evaluating and being evaluated by their peers, shifts learners from passive recipients to active participants, enabling them to internalize academic standards and apply insights to their own work.

Benefits of Peer Assessment Theory. Several studies highlight its effectiveness in developing transferable skills, such as analytical reasoning and communication, while reinforcing disciplinary knowledge.

Peer assessment has emerged as a significant pedagogical approach in foreign language teaching, drawing on a range of educational theories and empirical studies. At its core, peer assessment is grounded in the principles of competency-based education, as described by Verloop and Wubbels (2000), which emphasize the development of practical skills and metacognitive awareness over rote memorization. In foreign language contexts, this approach encourages learners to actively evaluate their peers' language use, fostering collaborative learning and self-reflection.

A foundation of peer assessment is Vygotsky's (1978) sociocultural theory, particularly his concept of the Zone of Proximal Development (ZPD) is clearly associated with the principles and stages Peer Assessment promotes. According to Vygotsky, learners achieve higher levels of understanding through social interaction with more knowledgeable peers. Peer assessment tasks, therefore, provide opportunities for learners to operate within their ZPD, receiving and giving feedback that bridges the gap between their current and potential language abilities.

Black and Wiliam (1998) further inform this framework through their work on formative assessment. They argue that assessment should be an ongoing, interactive process that supports learning. Peer assessment embodies these principles by allowing students to give and receive timely, constructive feedback, which helps them set goals, monitor progress, and ultimately improve their language proficiency.

Empirical research has explored the practical applications and benefits of peer assessment in language classrooms. Topping (1998) demonstrated that peer assessment can be as effective as teacher assessment, particularly in writing tasks, and that it plays a complementary role in

identifying both strengths and areas for improvement. Topping's work underscores the value of peer feedback in promoting deeper engagement with language learning tasks.

Cheng and Warren (2005) investigated the reliability of peer assessment in evaluating oral and written language skills. Their findings suggest that, while students can assess with similar rigor to teachers, challenges remain in ensuring consistency, especially when interpreting oral proficiency. This highlights the importance of clear assessment criteria and training for student assessors.

Miller and Ng (1994) focused on the conditions that facilitate effective peer assessment of oral proficiency. They found that high-proficiency, homogeneous groups and supportive classroom environments reduce skepticism and enhance the reliability of peer feedback. Their research points to the significance of context and group dynamics in successful peer assessment practices.

Cooperative learning is a teaching method where students work together in small groups to reach common academic goals. This approach encourages students to take responsibility for their own learning while depending on each other to succeed (Johnson, Johnson, & Holubec, 2009).

One key part of cooperative learning is positive interdependence, which means that group members need each other to complete the task, creating a sense of shared responsibility. At the same time, individual accountability makes sure every student contributes fairly, so no one can just rely on others. Promotive interaction happens when students communicate directly and

support one another, and collaborative skills are the social and teamwork abilities students use to work well together (Johnson et al., 2009).

Overall, cooperative learning is a strong teaching strategy based on ideas about motivation and how people learn best through social interaction. It highlights the importance of working together, having clear goals, and making sure everyone participates. Because of this, cooperative learning helps students not only improve academically but also develop skills that prepare them for working and interacting with others in real life (Johnson et al., 2009).

Peng (2008) examined peer assessment in Taiwanese EFL settings, finding that it fosters learner autonomy and is positively correlated with language proficiency. Notably, higher-proficiency students' assessments aligned more closely with those of teachers, suggesting that peer assessment may be particularly beneficial for more advanced learners.

Finally, Maíz Arévalo (2008) highlighted the dual benefits of peer assessment in ESL classrooms: it not only enhances communicative competence but also creates a supportive environment for language practice. Her work emphasizes the importance of structured rubrics to mitigate potential biases and ensure fairness in assessment.

Action Plan

The initial phase of the process involves introductory activities designed to familiarize students with the topic of the Sustainable Development Goals (SDGs). Students will receive a

theoretical introduction to the 17 SDGs during the first two weeks. At this stage, we will use presentations in which the theory will be explicit, and there will be a space to review grammar rules and text structures. This stage aims to provide them with the necessary knowledge, vocabulary, and tools to engage effectively in subsequent activities.

Following this introduction, during weeks three and four, students will be divided into small groups of their preference to research one SDG that particularly interests them. In this phase, students are expected to gather detailed information about their chosen goal and present their findings to the class through group presentations. These presentations offer an opportunity for peer feedback, focusing on pronunciation, content accuracy, and clarity of explanation.

During week six, theoretical topics will be introduced to provide students with the necessary framework to develop a proposal aimed at improving their local neighborhood. This theoretical instruction will include grammatical structures, the format for writing proposals, and the formulation of clear objectives to guide the preparation of their final product. The culmination of this phase will involve students orally defending their proposals, thereby demonstrating both their understanding of the content and their ability to communicate effectively.

Due to a change in the assigned group, the students of 7th grade will start the process and will be used to the application of peer assessment. Consequently, the planned activities have been restructured to better align with the academic level and linguistic proficiency of this grade. This group is currently focusing on grammatical tenses, specifically the simple past tense. The instructional plan will therefore concentrate on the remaining four weeks prior to the mid-year

vacation period, which typically occurs at the midpoint of the academic calendar.

To facilitate effective learning, theoretical sessions dedicated to grammar instruction will be incorporated to support the practical application of the concepts. In the first week, the time will be used to introduce a contextualization of the topic, emphasizing the structure of sentences in the simple present tense as a foundation. This will include explanations of when and how to use the tense, as well as the correct pronunciation of conjugated verbs. To enhance comprehension, infographics summarizing the rules and conjugation patterns of regular verbs will be utilized as visual aids.

During the second week, students will engage in practical exercises designed to reinforce the theoretical knowledge acquired. These activities will include gap-filling tasks within short readings and classic stories, where students will be required to identify verbs in the past tense and complete sentences using the appropriate grammatical forms. Collaborative work will be encouraged, with students working in pairs or small groups of up to three members, fostering peer interaction and cooperative learning.

In the third week, brief exercises such as verb conjugation drills and letter rearrangement tasks will be implemented to help students recognize verbs conjugated in the simple past tense. These activities will also provide opportunities for immediate peer feedback, particularly focusing on the accurate pronunciation of the verbs, thereby enhancing both grammatical understanding and oral skills.

The fourth week will culminate in a presentation project centered on a historical figure from the past, assigned to the students in advance. This task will require students to conduct research on their assigned character prior to developing their presentations. Working again in

pairs or small groups of three, students will create visual materials and prepare the content for their presentations. The use of physical materials such as markers, images, and paper is encouraged to promote written English practice alongside oral communication skills.

For the evaluation phase, peer assessment will be employed during the presentations. Students will assess their classmates based on their participation in the creation of the visual materials, pronunciation during the presentation, and overall performance in front of the audience. This peer evaluation will be guided by rubrics that have been carefully designed and shared with all students prior to the presentations, ensuring transparency and consistency in the assessment process.

In summary, this action plan aims to provide a structured, interactive, and comprehensive approach to mastering the simple past tense, combining theoretical instruction, practical exercises, collaborative learning, and peer evaluation to enhance both linguistic competence and communicative confidence.

Development of Actions

Upon beginning my internship at Pedro Estrada, I started with classroom observations and teaching activities focused on grade 11 students. This grade was selected for the implementation of an action research project centered on peer assessment. In the first stage of this project, several activities and evaluations were planned to engage the students. Unfortunately, only some of these activities could be carried out. As the academic year began,

institutional events such as student representative and controller elections took place, disrupting the planned schedule and slowing the project's progress.

Despite these challenges, I successfully taught the necessary theoretical content related to the Sustainable Development Goals (SDGs) to the grade 11 students. This preparation allowed them to complete a presentation that had been scheduled in advance. However, it was not possible to evaluate as intended because the students were unwilling to do their presentations orally. Consequently, the peer assessment component—where students evaluate their own and their classmates' performances—could not be implemented effectively.

In response to the limited participation of eleventh-grade students during oral presentations, I decided to implement a written evaluation phase focused on the Sustainable Development Goals (SDGs), specifically addressing their definitions and key concepts. This shift aimed to engage students more effectively by providing an alternative format for assessment that could accommodate different learning styles.

As part of this phase, students were organized into groups of three to collaboratively create a crossword puzzle. In this activity, they developed questions and corresponding definitions related to the SDGs. This group work not only encouraged active involvement but also reinforced their understanding of the material through peer collaboration. At this stage, the evaluation process became more manageable, as each student was given the opportunity to anonymously assess the participation and contributions of their teammates. This anonymous peer evaluation fostered a sense of accountability while promoting honest and constructive feedback within the groups.

Additionally, this activity provided a valuable opportunity to introduce students to the concept of rubrics. I explained what rubrics are and how they can be used as effective tools for peer assessment. By applying rubrics, students were able to evaluate each other's work systematically and fairly, which led to positive outcomes in the overall development and quality of the activity.

Following this, in the subsequent class, theoretical instruction was provided on how to create a community-based proposal aligned with the SDGs. The goal was to guide students in designing practical initiatives that could benefit their local communities. Unfortunately, this activity could not be completed as planned due to several institutional events, including the student council elections and the inauguration of the school government. Moreover, during one of the sessions, the school received an invitation to attend a lecture on the current state of education in the country, which further limited available instructional time.

Subsequently, due to institutional reasons, adjustments were made to student schedules and group compositions. These changes made it impossible to continue with the originally planned activities for the eleventh-grade class. As a result, the progression of the SDG-focused curriculum was interrupted. During the second week, students began working in small groups to engage in practical activities using exercises. These activities involved organizing various words to form complete and meaningful sentences. Additionally, students practiced conjugating verbs in the simple past tense by filling in blanks within a given story, focusing on the correct use of verbs presented in parentheses. This hands-on approach aimed to reinforce their understanding of sentence structure and verb conjugation in a collaborative setting.

In the third week, due to institutional activities and scheduling constraints, it was not possible to implement all the previously planned exercises. Consequently, the only activity conducted was a quiz designed to assess the students' current level of understanding regarding the grammatical topic. This assessment provided valuable insights into their learning progress and helped identify areas requiring further reinforcement.

For the fourth week, students were instructed to form small groups, consisting of no more than three members, to prepare presentations about historical characters. The characters were assigned randomly to each group, allowing them to begin researching and gathering relevant information to create their presentation materials. One class period was dedicated to continuing the preparation process, while the subsequent class was reserved for delivering the presentations.

At this stage, students were informed that their peers would evaluate their performance and the materials they developed. The peer assessment process was divided into two components. Initially, each team member anonymously evaluated their peers' contributions by assigning a score based on participation in producing the presentation materials. These peer-assigned scores constituted the first part of the overall presentation grade. Subsequently, during the presentation session, a student from a different group was randomly selected to evaluate the presentation and provide constructive feedback. This methodology was consistently applied across all groups, promoting fairness and encouraging critical engagement among students.

Data Analysis

During the review of the information obtained through the implementation of peer assessment as a strategy to engage students in their English learning process, data triangulation

techniques were employed. This process involves the combination of various data collection methods and sources, followed by a comprehensive review of all information gathered throughout the intervention. By integrating multiple perspectives and types of evidence, it becomes possible to verify the reliability and validity of the results, confirm the accuracy of the findings, minimize potential biases in the analysis, and provide a more robust foundation for the conclusions presented.

In this analytical process, several sources of data were considered. These included the activities completed by students, spontaneous comments made by students during class discussions, and the journals in which detailed accounts of each lesson and the perceptions of all participants were recorded. The use of these diverse data sources enabled a thorough analysis from multiple viewpoints, offering valuable insights into the feasibility and effectiveness of this assessment strategy within the specific educational context.

By systematically examining these different forms of evidence, the study was able to present a nuanced understanding of how "peer assessment" influenced student engagement and learning outcomes. This comprehensive approach not only strengthened the credibility of the findings but also illuminated the broader implications for implementing peer assessment in similar educational settings.

Findings

Regarding the findings, after a thorough analysis of all data collected during the implementation process, three key aspects emerged: students' perceptions of peer assessment, the quality of the evaluation, and the nature of the feedback provided.

Throughout the application of peer assessment activities with 7th-grade students, various evaluation methods were employed. These included the use of structured and pre-established rubrics, where students were required to assign to their classmates/peers a quantitative score after completing all rubric items. At the moment of evaluation, students engaged in peer evaluations in which they assigned a numerical grade to their classmates and were also expected to justify their assessments with written explanations.

Initially, students held unfavorable perceptions toward peer assessment. Many expressed concerns that personal biases might influence the evaluation process, potentially resulting in unfair grades. For example, some students questioned, “*Uy como así y si me califica uno de los que le caigo mal qué?*” or commented, “*No teacher, ahí si perdemos todos la materia.*” Such remarks highlighted the skepticism and apprehension present in the classroom at the outset of the intervention.

However, as the process progressed and students became more familiar with the evaluation methodology—particularly the safeguards designed to minimize bias—they began to perceive peer assessment differently. Students started to recognize that the feedback and grades they received were fair and objective, coming from peers whom they regarded as equals. This shift in perspective fostered a greater sense of trust and camaraderie within the classroom, helping to create a supportive environment conducive to collaborative learning and personal growth.

Notably, after the initial implementation phases, some students even expressed a preference for peer assessment over traditional evaluation methods. They reported feeling more comfortable and secure when assessed by their classmates, as reflected in comments such as *“Teacher que me califiquen los compañeros mejor que me gusta más”* and *“Mister es mejor cuando me califican los otros, es que ellos no son tan cuchilla.”* Alongside these positive attitudes, there was also a noticeable improvement in students’ grades and a general sense of reassurance regarding the assessment process.

Another important finding relates to the evolution of the feedback provided by students. Initially, the feedback tended to be superficial, often limited to comments such as *“X estudiante lo hizo bien, pronunció la palabra como era.”* However, as students were given examples of effective feedback and encouraged to provide more detailed and substantiated responses, the quality of their feedback gradually improved. Over time, students began to offer more critical and constructive feedback, employing more appropriate language and supporting their evaluations with specific arguments. Nonetheless, it was also observed that some students occasionally used derogatory language, such as *“bruto”* or *“él no sabe nada,”* which could potentially hinder class participation and create obstacles to a positive classroom environment. Addressing and mitigating the use of such language became a crucial aspect of fostering a respectful and inclusive culture of peer assessment.

Once students received individualized corrections regarding the language they used when providing feedback to their peers, a marked improvement in the quality of their feedback became evident. Students began to adopt expressions that genuinely contributed to the enhancement of the learning process and fostered more inclusive and supportive spaces for participation. This

shift in language use was instrumental in creating a classroom environment where every learner felt valued and encouraged to participate actively.

For instance, students started to use comments such as *“Teacher se ve que le ha metido más a la pronunciación”* and *“X estudiante ya se le escucha mejor cuando pronuncia.”* By comparing these more thoughtful and specific forms of feedback with earlier, less constructive comments, it was possible to observe a significant progression in the students’ ability to provide meaningful evaluations. This improvement not only elevated the quality of peer feedback but also played a crucial role in enhancing students’ overall perception of the peer assessment process. As feedback became more targeted and supportive, students began to view peer assessment as a valuable tool for personal and collective growth.

As students became increasingly familiar with the peer assessment methodology, their comments and the grades they assigned began to consistently highlight the positive aspects of their classmates’ performances. They frequently emphasized strengths such as the design and creativity of visual materials, noticeable improvements in pronunciation, and any other elements that demonstrated advancement in the learning process. By focusing on these positive attributes, students contributed to building a classroom culture characterized by encouragement, mutual respect, and a collective commitment to progress.

Moreover, this positive reinforcement not only motivated individual students to strive for improvement but also promoted a sense of community and shared responsibility for learning outcomes. The supportive atmosphere encouraged learners to take risks, seek feedback, and embrace challenges as opportunities for growth. In this way, the evolution of students’ feedback practices not only improved the effectiveness of peer assessment but also contributed to the development of a more engaged, reflective, and collaborative learning environment.

Conclusions

In conclusion, the implementation of "peer assessment" with middle and high school students has demonstrated promising outcomes for enhancing the learning process. This methodology facilitates the creation of closer interpersonal connections among students by allowing them to assume multiple roles as both learners and evaluators. The opportunity for students to engage in these dual roles fosters a more conducive learning environment, where participants feel greater freedom to actively participate and make mistakes. This sense of support and security is crucial, as students understand that their contributions and work will be met with constructive feedback aimed at promoting growth and improvement.

Another critical factor contributing to the effective functioning of this evaluative model is the use of the rubric. The rubric provides a structured and pre-established guide that enables each student to identify the key criteria to consider when assessing their peers. This framework ensures that evaluations are conducted in a consistent, fair, and objective manner, thereby enhancing the reliability and validity of the peer assessment process. By offering clear expectations and standards, the rubric empowers students to engage in meaningful and appropriate evaluations, which in turn reinforces their critical thinking and reflective skills.

Overall, the integration of "peer assessment" supported by well-designed rubrics not only improves academic outcomes but also cultivates a collaborative and supportive classroom culture. This approach encourages students to take ownership of their learning, develop evaluative judgment, and build interpersonal skills essential for their academic and personal growth.

Also, the findings from this study emphasize the transformative potential of peer assessment in secondary education. Although students initially approached peer evaluation with skepticism and concerns about bias, their perceptions evolved positively as they became more familiar with structured evaluation methods and safeguards against partiality. The use of rubrics and the requirement to justify assessments fostered critical thinking and fairness, contributing to a supportive classroom environment grounded in trust and mutual respect. Importantly, students not only showed improved comfort and preference for peer assessment over traditional grading but also demonstrated significant growth in the quality and constructiveness of their feedback. This progression from superficial comments to detailed, respectful, and well-argued evaluations enhanced both individual learning and collective engagement. While challenges such as occasional derogatory language were noted, addressing these issues was integral to cultivating an inclusive and respectful peer assessment culture.

Overall, the implementation of peer assessment promoted a collaborative learning atmosphere that encouraged risk-taking, reflection, and continuous improvement, thereby reinforcing its value as a pedagogical tool to enhance student engagement and academic development.

Recommendations

Taking into account all the information gathered from the implementation of peer assessment, several key recommendations emerge to continue and enhance the process.

First and foremost, it is essential to sustain and expand the use of peer assessment due to its positive impact on student engagement, learning outcomes, and classroom dynamics. This approach, which allows students to assume dual roles as both learners and evaluators, fosters deeper understanding and critical thinking skills. Expanding peer assessment across additional grade levels and subject areas could further amplify these benefits.

Additionally, providing clear and structured rubrics is crucial to guide students in evaluating their peers fairly and constructively. Future implementations should ensure that rubrics are detailed, accessible, and comprehensible to all students, thereby maintaining consistency and objectivity in the evaluation process.

Another important recommendation is to offer explicit instruction and support on how to give constructive feedback. Teaching students to provide specific, respectful, and actionable comments can significantly improve the quality of peer evaluations. Modeling effective feedback and providing examples will facilitate this development. Moreover, it is vital to address and eliminate the use of negative or disrespectful language, such as “*bruto*” or “*él no sabe nada*,” which can undermine the learning environment. Instead, highlighting positive feedback and recognizing student progress as many students began to do naturally reinforces motivation and fosters a growth mindset. Teachers should actively encourage this practice to cultivate a constructive and supportive classroom culture.

Furthermore, peer assessment should be used as a complement rather than a replacement for teacher assessment. Combining multiple sources of evaluation ensures a balanced and comprehensive understanding of student performance, enhancing the validity of the overall assessment.

Finally, the peer assessment process should be continuously evaluated and adapted. Regularly reviewing student perceptions, the quality of feedback, and academic outcomes will help identify areas for improvement and ensure the ongoing effectiveness of the strategy.

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Appendix A

Structured rubrics used in presentation with 11th grade

About the task.					
Names:					
Criterion	1 (Very Poor)	2 (Poor)	3 (Acceptable)	4 (Good)	5 (Excellent)
Timeliness	Does not meet deadlines.	Meets some deadlines, but with significant delays.	Meets deadlines but with little room to spare.	Always meets deadlines on time.	Always delivers tasks before or on time.
Quality of Work Completed	The work has major errors and lacks of meaning and order.	The work is incomplete or has many significant errors.	The work is adequate but lacks meaning or has minor errors.	The work is complete and well done with minor errors.	The work is of excellent quality, well-done, and error-free.
Grade:					

About the team.					
Name:					
Classmate name 1:			Classmate name 2:		
Criterion	1 (Very Poor)	2 (Poor)	3 (Acceptable)	4 (Good)	5 (Excellent)
Participation and Collaboration	Does not participate or contribute to the group.	Participates minimally and rarely collaborates in discussions.	Participates in some discussions, but does not always contribute ideas.	Participates consistently and offers useful ideas.	Actively participation on discussions, and useful collaboration.
Responsibility and Commitment	Does not take responsibility or show commitment.	Completes some responsibilities, but inconsistently.	Completes responsibilities but could improve in dedication.	Completes all responsibilities and shows commitment.	Shows high responsibility and dedication to the task.
Grade student 1:				Grade student 2:	

Appendix B

Structured rubrics used by students from 11th grade to evaluate their team and the classmates results.

About the team.

Name:

Classmates name:

Criterion	1 (Very Poor)	2 (Poor)	3 (Acceptable)	4 (Good)	5 (Excellent)
Participation and Collaboration	Does not participate or contribute to the group.	Participates minimally and rarely collaborates in discussions.	Participates in some discussions, but does not always contribute ideas.	Participates consistently and offers useful ideas.	Actively participation on discussions, and useful collaboration. 5
Responsibility and Commitment	Does not take responsibility or show commitment.	Completes some responsibilities, but inconsistently.	Completes responsibilities but could improve in dedication.	Completes all responsibilities and shows commitment.	Shows high responsibility and dedication to the task. 5
Grade:	5.0 5.0				

5 + 5
10 | 2
2 | 5

About the team.

Name:

Classmates name:

Criterion	1 (Very Poor)	2 (Poor)	3 (Acceptable)	4 (Good)	5 (Excellent)
Participation and Collaboration	Does not participate or contribute to the group.	Participates minimally and rarely collaborates in discussions.	Participates in some discussions, but does not always contribute ideas.	✓ Participates consistently and offers useful ideas.	Actively participation on discussions, and useful collaboration.
Responsibility and Commitment	Does not take responsibility or show commitment.	Completes some responsibilities, but inconsistently.	✓ Completes responsibilities but could improve in dedication.	Completes all responsibilities and shows commitment.	Shows high responsibility and dedication to the task.
Grade: <u>11-1</u>					

+ 4
3
7 | 2
3.5

+ 5
4
9

+ 5
4
4.5

$= 4+4 = 8 \div 2 = 4.0$
 $= 5+5 = 10 \div 2 = 5.0$

About the team.

Name: Abraham

Classmates name: Abraham

Criterion	1 (Very Poor)	2 (Poor)	3 (Acceptable)	4 (Good)	5 (Excellent)
Participation and Collaboration	Does not participate or contribute to the group.	Participates minimally and rarely collaborates in discussions.	Participates in some discussions, but does not always contribute ideas.	Participates consistently and offers useful ideas.	Actively participation on discussions, and useful collaboration.
Responsibility and Commitment	Does not take responsibility or show commitment.	Completes some responsibilities, but inconsistently.	Completes responsibilities but could improve in dedication.	Completes all responsibilities and shows commitment.	Shows high responsibility and dedication to the task.

Grade:

$= 5+5 = 10 \div 2 = 5.0$

Appendix C

No structured rubrics were used with students from 7th grade and the feedbacks

4.5 por que ayudo a remarcar

5 por que hizo Todo ~~bueno~~ ~~las~~

7-1

... Ayudo mucho hizo el
dibujo lo pinto y tambien hizo el titulo 5,0
Ayudo a hacer la letra
y demaís 5,0
11, 7=1

~~40~~ 40 por que se porto bien y trabajo
~~50~~ 50 por que fue la que mas ayudo

1 ~~40~~ 40
 porque hizo casi todo

~~30~~ 30
 porque no hizo tanto y
 boto lo castillo