

UNIVERSIDAD NACIONAL AUTONOMA DE NICARAGUA
FACULTAD REGIONAL MULTIDISCIPLINARIA DE MATAGALPA
UNAN-FAREM MATAGALPA



UNIVERSIDAD
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UNAN - MANAGUA

Department of Education and Humanities

Graduation Seminar

Submitted to the National Autonomous University of Nicaragua as a Requirement for
Bachelor's Degree in English

General Topic:

Instructional approaches for TEFL success in Matagalpa's primary and secondary
education, II semester 2023.

Specific Topic:

Challenges of the new evaluation system in the teaching –learning process of students in
10th grade at the Gabriela Mistral school, II semester 2023.

Authors:

Igdania Lucila Hernández Arceda

Jessica Marbelly Lanzas Lanzas

Ruth Betzabeth Valdivia Zamora

Tutor:

MS c. César Enrique López

Date:

December 2023- Matagalpa ,Nicaragua

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Adviser's Approval



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"2023: Seguiremos Avanzando en Victorias Educativas"

VALORACIÓN DEL TUTOR

El trabajo de Seminario de Graduación elaborado por las Bachilleres, **Ruth Betzabeth Valdivia Zamora**, carnet número **19608510**, **Igdania Lucila Hernández Arceda**, carnet número **19511423** y **Jessica Marbelly Lanzas Lanzas**, carnet número **19608388**, para optar al título de Licenciado en Ciencias de la Educación con Mención en Inglés, con el tema: **Challenges and Benefits of the New Evaluation System in the Teaching – Learning Process of English Students in 10th grade at the Gabriela Mistral School, II semester 2023** responde a las normativas del proceso metodológico de la investigación de la Universidad Nacional Autónoma de Nicaragua – UNAN – Managua (FAREM – Matagalpa), con la adecuada relación entre los objetivos y variables planteadas, la búsqueda documental, el diseño metodológico, los resultados obtenidos y las conclusiones.

El proceso de análisis y discusión de los resultados se realizó tomando en cuenta las variables del estudio, los instrumentos de recolección de información y la bibliografía consultada. Esto facilitó así mismo la elaboración de la propuesta y las conclusiones.

El presente trabajo es el resultado del esfuerzo, dedicación y aprendizaje desde la aplicación de conocimientos adquiridos y la puesta en práctica de los pasos metodológicos de la investigación científica. Por lo tanto, se considera apto para su defensa.



MSc. César Enrique López Soza
Tutor de Seminario
UNAN – FAREM Matagalpa

Abstract

Evaluation is essential for the improvement of two processes: Teaching and learning, since it is undoubtedly the specific practice where knowledge is accredited and learning is controlled, as well as where school success or failure is defined. It is for that reason that the present research work focuses on the challenge and benefits exposed by the new evaluation system in the teaching learning process because actually the way students are assessed has changed. Nicaraguan has implemented a new system of evaluation and it constitutes a superior challenge for the teacher, since it requires a constant review of learning, it even forces the facilitator to constantly review himself in order to reinvent himself, be updated and at the level of the needs and demands of the group, entering the game and considering strategies and instruments that meet the expectations of the planning and that do not focus on orthodox standards of evaluation, at the same time, it allows to measure fundamental aspects of the human experience, such as emotions, attitudes and beliefs, as well as deeper learning. The objectives of this research were to identify and explain the challenge and benefits that teachers experience with the new use of evaluation. The importance of this study is that help to improve the educational process and also it would challenge students to think critically and creatively, and would allow for a more personalized and meaningful learning experience. In addition, it helps to identify areas of strength and weakness, and inform future teaching strategies.

Key words

Evaluation system, teaching, learning, challenge, benefits.

I. INTRODUCTION

What do you know about the evaluation system? It is important to know that the concept of evaluation has evolved and continues to evolve in line with the changes that occur in the teaching-learning process. The presence of new trends in the assessment of learning has led to the emergence of diverse conceptions and proposals, the terms "qualitative, alternative and authentic" have emerged. Learning is centered on the figure of the student, in which the aim is for the student to be increasingly aware of his or her own progress.

The present research work was focused on analyzing the challenges and benefits of the new evaluation system in the teaching - learning process of English student in 10th grade at the Gabriela Mistral II School semester 2023. The objectives were to identify and explain the challenges and benefits of the new evaluation system according to the experience of educators because qualitative evaluation is opposed to quantitative evaluation, it is a different way from the traditional where the quality of both the process and the level of achievement achieved by students is judged or valued more.

Currently, Education demands changes that compromise a better teaching and evaluation, the Education Minister has promoted a new evaluation system in Nicaragua that hoping positive results in the teaching of English, consequently, it is necessary to analyze, to identify, to explain what are the challenges and benefits that teachers and students in face with the new implementation, on the other hand, is essential to values it, to promote opportunities in terms of formative and communicative teaching, due to, teachers and students required of the adaptation of methodology, strategies and instruments that lead to fulfilling the vision and mission proposed.

Various works similar to this have been found, among them international and local researches that has been a field of investigation for some researchers who are committed to improving the educational process. The first work was written in America Latina, it corresponds to (Henrici, Jorge, 2017). In Doctoral Thesis entitled: " System for the Evaluation and Improvement of Educational Quality. The general objective was: " to determine the factors both intra-school and intra-classroom that are more relevant to

explain the results student learning. The second work was written in the city of Matagalpa, on the relationship between evaluation techniques and learning, corresponding to Gutiérrez Gonzalez, (2012) at the Normal School of the Department of Matagalpa. The general objective was analyzed the relationship between evaluation techniques and the learning obtained by the students of the first year of teaching in the course of Natural Sciences. Both researchers concluded in the design of strategies that can give a better difference from the processes of evaluation and improvement, oriented towards the development of capabilities and that respond comprehensively to the requirements of a system fair and democratic education.

The research was developed at the Colegio Publico Gabriela Mistral, located in the department of Matagalpa, Matagalpa municipality, with students and teachers of high school. The present work was developed under the constructivism paradigm, because it was carried out to data collection that was obtained with the people's perceptions involved in the educative center and their own experiences in the learning –teaching process. This type of cross-sectional research analyzes data or variables collected over a period of time on a sample population without change any result or study environment when subjects are investigated, therefore, since it is a research developed with a specific sample and in a given time, including the second semester of the year 2023, it is considered a cross-sectional study that does not alter the date obtained. In addition, this work is qualitative, considering that the need to collect the information, the approach to the field of study and that the expected results adhere to this approach, on the other hand, qualitative techniques which were implemented to help to analyze the reality that subjects living provided explanation of a casual nature, trying to interpret and understand the behavior of the characters involved in the educational setting, also the obtained data not was altered.

Moreover, the investigation describes in detail challenges and benefits of the new system of evaluation, defining the characteristics of each of the variables from the perception of those studied people and setting where the research problem originates. It describes in a real and natural way what is happening in the phenomenon. In this case the research scenario was the Colegio Público Gabriela Mistral, which has approximately 102 students from high school, and there are 5 facilitators which helped to give answers to this

problem as population, however, considering as a sample of the population for research and application of instruments has been taken as the object of study 7 students from tenth grade and 2 high school teachers, allowing the interaction and exchange of their own knowledge to achieve better results.

Last but not least, was implemented the theoretical method, consist of information on theories of other actors collected, which allow to deepen the research topic by analyzing and interpreting the perceptions that others have, bringing relevance, scientific and supporting arguments to research, and empirical method that studies the reality of facts from ideas, according to what the researcher observes to verify and acquire data for the research, without modify any result or effect. It is applied, through the following instruments:

Interview was seen as a feasible and flexible tool for the present work, applying 7 interviews guided to students and 2 interviews by teachers from the Colegio Gabriela Mistral. Besides, to describe the information collected was implemented the qualitative coding, in fact, it refers to categorization of the report obtained of the interviews applied to recognize the answers of the objectives proposed in the investigation, in short words, it suggests codification to the subtopics found and the answers and to create sequence or statistics.

II. JUSTIFICATION

This research focuses on analyzing challenges and benefits that expose the new evaluation system in the teaching learning process of the students in 10th grade at Gabriela Mistral II semester 2023. Identify those challenges and benefits that teachers experience in the educational field.

First of all, this is a research helpful to achieve a meaningful learning in pupils and that educators face this challenge of the new qualitative evaluation system by ensuring that students are actively involved in their own learning and are not limited to numerical marks, since this system would respond to having a competency profile for each student that is known not only by those who evaluate but also by those who are evaluated. In addition, this evaluation system invites educators to perform a permanent evaluation with the objective of providing feedback and reorienting throughout the educational process.

On the other hand, this investigation not only pretends benefit to students and teachers, it involves society in general, because any new knowledge in the individual leads to a change in society as dependent beings, considering the educational life as the main axis in the formation of people in society. It will facilitate teachers in technical exercises to evaluate their apprentices and equip themselves as future professionals so that when entering the labor market, they can better perform their mission as an educator.

This research with a theoretical value, may be said that it covers any knowledge gap with respect to scientificity, because it was an experimental research, and may sustain a theory or hypothesis that strengthens the society's concerns with respect to the new evaluation system to clear out and interpret results more truthfully. It will be the basis for continuing to investigate other problems related to this topic, providing knowledge and answers to researchers.

III. OBJECTIVES

General

To analyze challenges and benefits that expose the new evaluation system of Nicaragua in the teaching learning process of the English students in 10th grade at the Gabriela Mistral school, II semester 2023.

Specific Objectives

- To identify challenges and benefits that teachers experience with the new evaluation system in the teaching learning process of English students in 10th grade at the Gabriela Mistral School, II semester 2023.
- To explain challenges and benefits of the new evaluation system in the teaching learning process of English students in 10th grade at the Gabriela Mistral School II semester, 2023.
- To suggest a qualitative technique that helps to get better results with the new evaluation system in the teaching learning process of English students in 10th grade at the Gabriela Mistral School II semester 2023.

IV. THEORETICAL FRAMEWORK

4.1. Evaluation System

4.1.1 Definition

Evaluation refers to the process of determining the merit, worth, or value of something, or the product of that process. Terms used to refer to this process or part of it include appraise, analyze, assess, critique, examine, grade, inspect, judge, rate, rank review, study, test. (Danna, 2020)

Consequently, evaluation is a process that critically examines a program. It involves collecting and analyzing information about a program's activities, characteristics, and outcomes. Its purpose is to make judgments about a program, to improve its effectiveness, and/or to inform programming decisions.

Finally, the evaluation system examines the original objectives, and what is predicted or what was achieved and how it was achieved. It is an ongoing process and deals with more than just the formal academic performance of students. He is interested in the development of the individual in terms of desirable behavioral changes in relation to his or her feelings and actions.

According to the interview carried out in the question number 1... What do you think, when you hear the word evaluation? to students and number 1 to the teacher 1...How do you define an evaluation system? evaluation is the process that focuses on qualitatively and quantitatively describing the learning achieved by students and the entire educational process, it is the study of behavior and reactions to different tests and their procedure, grading their grades and academic achievements.



Illustration IV-1, Students interviewed from the Gabriela Mistral School (Autoria Propia, 2023)

4.1.1.2 Characteristic of evaluation system.

Try to collect useful information about the knowledge that students are acquiring through the different academic activities in which they participate. It gives more weight to

the strengths of the students than to their shortcomings or weaknesses. It considers each student as a learning subject, with their own linguistic abilities, cultural competencies, levels of cognition, etc. (Luke, 2023)

Consequently, the evaluation system in education is a critical process that involves the careful collection and evaluation of data on the actions, characteristics, and consequences of a program. For effectiveness, the following should be considered: That the evaluation focuses on the learning and growth of the student and that it is continuous.

In this case, the evaluation is a dynamic, continuous and systematic process, focused on changes in behaviors and performance, through which educators verify the achievements acquired according to the proposed objectives. This evaluation can be done through rehearsal, a theatrical performance, an integrator projector, a rehearsal test, among other activities.

In the question number 2 to the teacher...Could you describe how the current evaluation system in Nicaragua is?, was analyzed that since 2023, the evaluation system in Nicaragua has been working qualitatively, it is a new way of evaluating the educational process, which makes use of evaluative criteria such as procedural, conceptual, and attitudinal, in addition to the implementation of instruments to achieve each of those criteria that are developed from the achievement indicator and transversal axis. On the other hand, there is a new transition of English teaching from primary to secondary school.

4.1.1.3 Approach of the new evaluation system in Nicaragua.

“...Durante la inauguración del año lectivo 2023, el Ministerio de Educación (Mined), dió a conocer el Nuevo Sistema de evaluación de aprendizaje, el cual se basa en metodologías que permitan al docente conocer los aciertos y desaciertos de los estudiantes durante la construcción de sus conocimientos, desarrollo de habilidades y formación de su personalidad para el alcance de las competencias establecidas en el currículo nacional” (Anduriña, 2023). [During the inauguration of the 2023 school year, the Ministry of Education (Mined), unveiled the new learning evaluation system, which is based on methodologies that allow the teacher to know the successes and failures of students during the construction of their knowledge,

development of skills and formation of their personality for the scope of the competences established in the national curriculum].

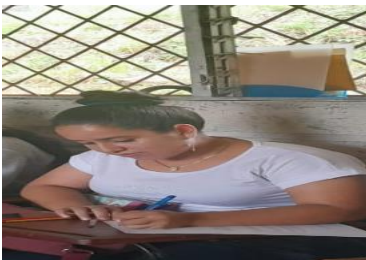
In other words, what is intended with this new system of evaluation is that it goes from being an education that evaluates the memorization of the contents to an evaluation to learn with new tools, new methodologies, new teacher training, incorporating updated pedagogical tools, and position of a new culture of evaluation for the learning of the national educational system as a continuous and integral systematic process whose results evidence the student's learning.

In summary, educators must correspond to the preparation, organization and programming of the didactic action. Teachers must take into account the aspects that ensure the didactic action in function of the learning of the students. This implies review and reflection of the teacher about the scientific knowledge of the subject, to what extent he has mastery of it, which implies looking for self-prepared information and analyzing the skills that students require to learn do the knowledge, which is explicit in the competencies and indicators of achievement of the program of each subject.

In the question number 3 guided to the teacher...What are the goals that the new system pretends to achieve? was defined that the goals of the new evaluation system are create competences in the student, where he becomes the protagonist, in addition, create interaction in the classroom, between the teacher, student and knowledge.

4.1.1.4 Use of the qualitative evaluation.

Illustration 1-IV-2, Qualitative evaluation in Nicaragua (Autoria Propia, 2023)



results from the active teaching-learning process (my translation)].

“...Es aquella donde se juzga o valora más calidad tanto del proceso como el nivel de aprovechamiento alcanzando de los pupilos que resulta de la activa del proceso de enseñanza aprendizaje” (Antonio, 2022). [It is the one where more quality is judged or valued both of the process and the level of achievement reaching of the pupils that

Consequently, this evaluation is used in the field of formal education, as well as in the evaluation of programmers, actions and intervention plans in similar areas. It emphasizes the importance of observing and interpreting the situation and experience rather than numerical results for a predetermined time in order to achieve the proposed goals or objectives.

In addition, qualitative assessment makes it possible to measure the performance of the learning achieved by students through direct and continuous contact in the field of study, which can be with testing, observation and interview. To measure these practices, it is necessary to propose strategies and instruments that respond to how to evaluate.

4.1.2 Obstacle of qualitative evaluation

“...Prácticas evaluativas tradicionales, cuyo significado otorgado a la evaluación es bien estrecho. Prácticas evaluativas reproductivas, que limitan el proceso de desarrollo integral del estudiante. Incoherencias entre las formas de evaluar y las nuevas exigencias del proceso enseñanza aprendizaje. Insatisfacción acerca de la justeza de la calificación, lo cual acelera función formativa de la evaluación y aleja a los estudiantes de ella” (Chavarría Herrera, 2016). [Traditional evaluation practices, whose meaning given to evaluation is very narrow. Reproductive evaluation practices, which limit the process of integral development of the student. Inconsistencies between the ways of assessing and the new demands of the teaching-learning process. Dissatisfaction about the fairness of the grade, which lacerates the formative function of evaluation and distances students from it (my translation)].

According to Chavarria, one of the obstacles faced by teachers is the contradiction and lack of coherence between their knowledge, their words and their actions. In this sense, today, more than ever, a teacher is required to reflect on his or her role as an active teacher, not a consumer of theories.

Finally, a different image of evaluation is generated, not only for the teacher, but also for the students and for all the agents involved in this process. This has caused

discontent and renounce of some educators from public primary and secondary school because many teachers do not have domain of the use of technology and teachers must evaluate through the new matrix of operationalization.

4.1.3 Advantage of qualitative evaluation

“...Esto puede ayudar a conseguir mejores resultados y a entender mejor la realidad. Permite medir aspectos fundamentales para la experiencia humana, como las emociones, las actitudes y las creencias, así como el aprendizaje más profundo. Todos estos temas son extremadamente complicados de estudiar utilizando un enfoque más cuantitativo” (Puerta Rodriguez, 2023). [This can help to achieve better results and to understand better reality. It allows to measuring fundamental aspects to human experience such as: emotions, attitudes and beliefs, well as the deep learning. All these theme are extremely complicated to study using a more quantitative approach (my translation)].

Therefore, it rescues students from anonymity and passivity, assigning them important roles. Students must have a dynamic, creative, participatory, interactive, critical and reflective attitude towards their own process of knowledge construction.

In summary, students should be aware of the different forms of participation, such as self-assessment and co-assessment, which allows the student to critically analyze their learning process. This promotes autonomy and self-esteem, personal expression of ideas, based on respect and tolerance, and knowing how to listen.

The questions number 3,4,5 gave answer to what benefits do you obtain with qualitative evaluation in the English teaching-learning process? Do you consider that the use of qualitative evaluation has created obstacles?, and How have students reacted before this evaluation method?, therefore, in a subject like English it creates opportunities for the student to lose certain insecurities, given that it values participation and interest outside of perfection in some executions and skills of English, that is, the student is valued for his or her attitudes, the challenges found are that the student is accustomed to being evaluated with a number, it has created attitudes of conformity in the student, because he must be evaluated for his attendance even if he does not carry out the activities scheduled in the classroom, in addition to the fact that he is not well known for the students, some students

always expect to be evaluated quantitatively, they expect a number, when they are told them that received an AA or AS they ask what that grade is equivalent to it.

4.1.4 Instrument

According to Khan (2019) Good measuring instruments in education refer to all those standardized tools which help in assessing student's performance. Besides, in this topic, we are discussing the various important tools which help in the assessment of student's performance. Most noteworthy, it divides into 3 tests that are validity, reliability, and usability. (Athar, 2019)

In addition, an instrument refers to a tool or device used to measure or assess a student's knowledge, skills, or abilities. These tools can be in the form of questionnaires, surveys, interviews, checklists, or simple tests.

In summary it is important to note that the choice of appropriate instruments will depend on the objective of assessment and the specific characteristics of the group of students. For that pupils do creative activities to express their knowledge for example: Expositions, conceptual maps, portfolio, audio or video recording because is important the student put in practice and demonstrate what he or she has learned during the learning process.

4.1.5 Types of instruments used by teacher

Rubric of evaluation.

“A rubric is typically an evaluation tool or set of guidelines used to promote the consistent application of learning expectations, learning objectives, or learning standards in the classroom, or to measure their attainment against a consistent set of criteria”. (Education Reform, 2013)

On the other hand, a rubric is a tool that helps teachers assess student performance by listing criteria and describing the quality levels of each criterion and also clearly define

academic expectations for students and help to ensure consistency in the evaluation of academic work from student to student, assignment to assignment, or course to course.

Therefore, rubrics can be used for various type's assignments such as: Research, papers, group projects, portfolio and presentations. This may encourage students to reflect on their own learning progress and help teachers to tailor instruction, academic support, or future assignments to address distinct learning needs or learning gaps.

Checklist of evaluation

“Checklists usually offer a yes/no format in relation to student demonstration of specific criteria. This is similar to a light switch; the light is either on or off. They may be used to record observations of an individual, a group or a whole class” (Alberta, 2008).

It refers to that checklists are tools that state specific criteria and allow teachers and students to gather information and to make judgments about what students know and can do in relation to the outcomes. Checklist offers systematic ways of collecting data about specific behaviors, knowledge, and skills.

In the field of work, the teacher uses the checklist to evaluate the student's work and provide feedback on areas where the student needs improvement. The checklist can also be used by the student to self-assess their work and identify areas where they need to improve.

Observation Guide

“Observation is at the heart of early childhood assessment and is a key guide in how teachers support children. It includes gathering, recording, and reflecting on information about children's progress”. (PETITPAS DAWN, 2022)

In other words, the observation guide is an assessment instrument that is based on a list of indicators that can be written as statements or questions, which guide the observation work within the classroom by pointing out the aspects that are relevant when observing.

In the field of work, students can carry out various assignments to evaluate them with observation guidance, such as: oral presentations, teamwork, and written work. In this

case, the teacher can assess the clarity, coherence and cohesion of the discourse as well as the student's ability to answer questions and hold the audience's attention.

According to the teacher in the questions 7,8 and 10, to evaluate, rubrics, checklists, tests, observation guides, scales, portfolios, anecdotal notebooks are applied, which make it possible to make known in a clear and direct way what is being evaluated to the student, describing the criteria that must be met in the three aspects necessary to achieve what is proposed, in addition to maintaining a record and control of any content, for a better organization of the data. In this case the rubric is the more effective, since it describes each criterion and allows the student to be evaluated in a clearer and more precise way.

4.1.6 Assessment criteria

“Assessment criteria communicate to students the knowledge, skills and understanding (thus in line with the expected module learning outcomes) the assessors expect from students to evidence in any given assessment task”. (Martin, 2021)

In summary, assessment criteria make it clear to learners what they are expected to do. It shows them how they can demonstrate they've achieved the learning outcomes. And, it includes factors instructors will take into account when evaluating performance.

At present, the evaluation criteria have been evolving in line with the changes generated by society and the education system. In this sense, the evaluation criteria were created to give a more opportune direction to evaluation in teaching. Without this assessment tool, it is not possible to determine a performance parameter for example in the English language.

In concept of the questions number 11 from the teacher...What do you know about assessment criteria? and 4 from the student affirmed that Evaluation criteria are parameters used by teachers to define a grade, taken into account to evaluate the students, also the teacher defined that assessment criteria are proposed guidelines or goals, descriptors that must be mastered by individuals to develop the teaching process in its three learning moments, conceptual, procedural and attitudinal.

4.1.6.1 Challenges of the assessment criteria.

Ensure that there is no student without opportunities to build their learning and develop their skills. Use mistakes to continue learning and to facilitate appropriate learning processes; understand, for example, that perhaps an informal conversation can help our students more than giving them a grade. To be able to propose evaluations in which everyone perceives some level of achievement that allows and motivates them to continue learning. (Lilia, 2019)

Illustration IV-4, Providing a better teaching and learning Process (Auria Propia, 2023)



In addition, it is important to ensure that assessment criteria are aligned with the learning outcomes and that they are clearly communicated to students. This can be challenging when the criteria are complex or when there are multiple criteria.

In summary, challenges presented by the evaluation criteria, one of the main ones is subjectivity in the evaluation. Another challenge is the difficulty in implementing the evaluation criteria, since all the criteria have implicit subjectivity of those who evaluate.

4.1.6.2. Benefits of the assessment criteria.

“...La evaluación basada en criterios previamente establecidos, permite al docente hacer un análisis de resultados de aprendizaje más fino dentro de un mismo objetivo para conocer en qué medida cada uno de sus alumnos ha logrado los conocimientos o competencias específicas y por ende cuánto de las materias vistas en clases han sido efectivamente entendidas” (Santiago, 2017).[Evaluation based on previously established criteria allows the teacher to make a finer analysis of learning outcomes within the same objective to know to what extent each of their students has achieved the specific knowledge or competencies and therefore how much of the subjects covered in class have been effectively understood (my translation)] .

In the case evaluation criteria are indispensable tools in the academic field, as they allow the establishment of clear and objective guidelines to measure the performance and progress of students. By using appropriate assessment criteria, teachers facilitate students'

understanding of expectations and goals to be achieved, which contributes to a more effective learning process.

Eventually, evaluation criteria's focus on both theory and practice, and are related to the expected objectives or learning of each subject. The assessment criteria should be known to teachers and students from the outset, and should be used to develop tests, observation guidelines and teaching materials.

Conceptual criteria

“Corresponden al área del saber, es decir, los hechos, fenómenos y conceptos que los estudiantes pueden “aprender” (original emphasis). Dichos contenidos pueden transformarse en aprendizaje si se parte de los conocimientos previos que el estudiante posee, que a su vez se interrelacionan con los otros tipos de contenidos” (Hernán, 2017) [Correspond to the area of knowledge, that is, the facts, phenomena and concepts that students can "learn". Such content can be transformed into learning if it is based on the student's prior knowledge, which in turn is interrelated with other types of content (my translation)].

Furthermore, the conceptual dimension refers to the knowledge and understanding of concepts, principles, and theories. It is concerned with the ability to comprehend and apply abstract ideas.

It refers to the understanding and retention of concepts, principles, and theories. Criteria may include the student's ability to identify, define, explain, compare, and apply concepts.

Procedural Criteria

“...Constituye un conjunto de acciones que facilitan el logro de un fin propuesto. El estudiante será el actor principal en la realización de los procedimientos que demandan los contenidos, es decir, desarrollará su capacidad para “saber hacer” (original emphasis) (Hernán, 2017). [They constitute a set of actions that facilitate the achievement of a proposed goal. The student will be the main actor in carrying out the procedures required

by the contents, that is, they will develop their ability to "know how to do things"(my translation)].

On the other hand, the procedural criterion in the teaching process refers to the ability of a student to perform a task, or a set of task, in a specific order, according to a series of rules and procedures.

Indeed, the procedural criteria activities, these focus on the acquisition of skills and abilities by the student. Some examples of these activities can be solving problems, conducting experiments, creating projects, among others.

Attitudinal Criteria

“...Constituye los valores, normas, creencias y actitudes conducentes al equilibrio personal y a la convivencia social. Como se pudo apreciar la actitud es considerada como una propiedad individual que define el comportamiento humano y se relaciona directamente con el ser, están relacionadas con la adquisición de conocimientos y con las experiencias que presenten modelos a partir de los cuales los estudiantes pueden reflexionar” (Hernán, 2017). [It constitutes the values, norms, beliefs and attitudes conducive to personal balance and social coexistence. As it could be seen, attitude is considered as an individual property that defines human behavior and is directly related to being, they are related to the acquisition of knowledge and experiences that present models from which students can reflect (my translation)].

In the other word, attitudinal criterion of evaluation is the psychosocial and emotional component of the teaching and learning process. This includes factors such as attitude, motivation, disposition and behavior of students. It is considered that the attitudinal criterion is important to measure the level of satisfaction and success in learning.

In the field of work attitudinal composition can be evaluated in the following areas: work delivery, work presentation, attendance, punctuality, behavior and effort. The assessment of attitudinal learning in counselling is comprehensive, dialogic and formative.

On the other hand, the questions 12...What each evaluation criterion consists of and what it is intended to achieve? and 13...What are the benefits and challenges of use

assessment criteria? guided to teacher gave answer and stated that the conceptual criteria focus on the analysis and retention of the intellectual knowledge learned in a certain content, through the different theoretical activities that are developed, the procedural criteria, as its name suggests, aims to lead the student to put into practice practices each of the perceived knowledge, which the student does in the classroom and how he applies it in his daily life, on the other hand, the attitudinal refers to the interest, motivation and behavior demonstrated in each of the activities, the implementation of values and interpersonal practices and the promotion of skills. These allow the creation of students who are competent in the skills that each subject develops for daily life, forces the teacher to absolute observation of each individual and allows the attitudes of the learners to be assessed, but causes the student to show little interest.

4.2. Learning Process in the Evaluation System

“Learning evaluation is the process of assessing the effectiveness of educational programs, courses, or training initiatives. It goes beyond mere completion rates and delves into the realm of understanding how well learners have grasped and applied the knowledge imparted to them” (QuestionPro Collaborators, 2023).

In summary, learning process according to the evaluative aspect is focuses on to measure the different abilities and standards achieved by both teacher and students in the classes, taking into account the criteria and competences required in each content given by the facilitator.

Therefore, the quality of students reflects the quality of the learning process, it does not only assess the knowledge learned by pupils, giving the opportunity to change any method of teaching-learning that provides better results, and develop the skills of learners and each subject proposed. Currently, the Minister of Education of Nicaragua presents a new chance to improve the learning of English as a second language, that refers a formative evaluation of expected learning.

4.2.1. Comparison between Traditional and New Learning in the Evaluation

4.2.1.1. Actions of the Conventional Teacher.

(Eresmamá, 2022) stated that “en la educación convencional, el maestro o el profesor enseña y el alumno aprende. Es un proceso unidireccional y estandarizado, que no toma en cuenta ni los intereses ni las individualidades de los pequeños o del grupo...Los métodos de enseñanza de la educación tradicional están basados en la memorización y en la repetición de los conceptos y de las ideas transmitidas por el docente... se califica según la cantidad de conocimientos aprendidos en un proceso que planifica y que dirige el docente” [in conventional education the teacher teaches and the pupil learns. It is an unidirectional and standardized process, which does not take into account the interests or individualities of children or group. Teaching methods of traditional education are based on memorization and repetition of the concepts and ideas transmitted by the teacher...it is graded according to the amount of knowledge learned in a process planned and directed by the teacher (my traslation)].

In fact, traditional education consists of a process managed by the teacher where the main subject is the teacher as a transmitter of definitions that are far from practice and interaction.it is an evaluation developed under a quantitative system, which does not take in account the different abilities or strengths of the learners and does not integrate their external socialization. It is focuses on the educator and in the competition which is that the student reaches a number to be qualified. The teachers teach exclusively, leaving certain sectors of society outside.

According to the teacher (question 14 and 16) and students (question 7), the traditional evaluation did not have many criteria, it contributes to young people, that before it was written with numbers and now with letters. In years ago, students had to obtain quantitative grades, the teacher put his authority into practice in the classroom, no attention was paid to certain attitudes or efforts made by the student that could be taken into account at the time of evaluating their grades. They were quantitative, defined by a number reached in the resolution of tests, exams, the teacher was the main role. It provides quality education, where the student learns through memorization to improve

IQ. It is differentiated and based on the proposed methodology, pedagogical and didactic teaching and the evaluation method, which is what is proposed today, where the individual performs reading comprehension skills, applies their knowledge in daily life, develops interpersonal attitudes and The most important role is the student's leadership in the classroom.

4.2.1.2. New Methods in the Evaluation for Teachers and Students.

Vanegas (Rodríguez, 2023) affirmed that “el nuevo sistema no tendrá más evaluaciones memorísticas, sino que, «va a profundizar en el dominio de cada asignatura» (original emphasis) ... Los docentes van hacer evaluaciones coherentes con los saberes, habilidades y actitudes... egresará la primera generación de niños y niñas con la asignatura de inglés como Segundo idioma... que alcanzan el A2 en las normas internacionales del aprendizaje del idioma” [the new system will not have more rote evaluations, but rather “will go deeper into the mastery of each subject”...teachers will make evaluations consistent with knowlege,skills and attitudes...the first generation of boys and girls will graduate with the subject of English as a second language...who achieve A2in international language learning standars (my traslation)].

New methods are focus on the interaction between the teacher and student. The student has become the main protagonist of his learning, it is a formative evaluation that demands complex transformations in the way of grading pupils. Firstly, taking into account, the way information circulates currently with the advancement in technology, internet and media, working with the most current resources and personalized attention to each student that satisfies all the expectations of this system. On the other hand, it has the goal about contribute with the learning of English as a second language, promoting its teaching from the earliest ages.

4.2.2. Transition of the Learning of English from Primary to Secondary

4.2.2.1. Consist of.

According to Canelo (Aguirre, 2019)“la estrategia contempla, entre varios aspectos, conocer el nivel de conocimientos que llevarán los estudiantes de primaria a secundaria, cómo los docentes vamos a conducirlos o transitarlos en la secundaria, el

material educativo y currículo que debemos preparar para los próximos años, el cuál será diferente al actual currículo que se tiene en secundaria; en estos momentos tenemos en primaria un nivel de inglés hasta segundo grado, pero el tiempo va corriendo, el otro vamos a tercer grado, así que nos estamos preparando desde ya en los aspectos mencionados y mucho más, para hacerle frente a esta transición”[the strategy contemplates, among several aspects, knowing the level of knowledge that students will take from primary to secondary school, how we teachers are going to lead transition them in secondary school, the educational material and curriculum that we must prepare for the coming years, which will be different from the current secondary school curriculum; At the moment we have a level of English in primary school up to second grade, but time is ticking, the other one of us is going to third grade, so we are preparing now in the aspects mentioned and much more, to face this transition(my translation)].

Education in Nicaragua aims for students to achieve complete mastery of English. The transition from this subject to secondary school focuses on the teaching of English from primary school, given that individuals are at a stage where they are open to any knowledge, capable of developing skills that promote communication in a second language. Secondary school teachers are preparing to receive sixth grade students with a different level of English, due to that English teaching in this modality was not practiced in previous years. This new strategy promises to promote a quality educational process that develops the linguistic abilities of students. On the other hand, this transition presents changes in the methodology and implementation of pedagogical strategies of secondary school facilitators, which becomes them a challenge to achieve all the objectives proposed by the Ministry of Education (MINED). However, it is important to remember that these changes will generate benefits for the well-being of the education and evaluation system, with positive perspectives, regarding the academic performance of learners and social development.

The teacher stated in the question 21...What are the approaches to the transition of learning English from primary to secondary? That one of the approaches is creating bilingual people, who develop their linguistic skills with full command of two languages,

obtain a B1 level according to the European framework when they finish secondary education.

4.2.2.2. Opportunities for Students.

Abkach stated that Foreign language proficiency offers children many advantages and benefits in early childhood as well as in their future academic and professional lives. As one of the most widely spoken languages and also one of the main languages of technology, the English language can open many doors for your child (Abkach, 2022).

Therefore, it becomes the main key for the intellectual development of children, encompassing each of the stages and areas where it is involved. Also it is necessary to remember that the English language is considered essential to achieve certain benefits, such as better job opportunities, achieve a high IQ and academic quotient, discover new places and friends, communicate and acquire new knowledge, among other. In fact, learning a new language from an early age provides better opportunities in the future; it is an easier task for the teacher because it puts into practice the best strategies that involve the personality, ability, and motivation of the protagonists.

In the interview performed the question number 8... Would you have liked to learn English from your childhood, why?, guided to students and the question number 22...What opportunities will students have with the implementation of English from elementary school?, guided to the teacher was analyzed that students will be able to become familiar with the language from an early age to obtain better mastery and fluency, also, to obtain advanced English to create employment opportunities in the future, in fact, bilingual students with skills in a second language which has become one of the most spoken in the world, Over time of studying English, vocabulary improves and by reaching secondary school it is much easier to pronounce certain words since there has been prior familiarization with English, in addition, there would be no problems with speech, presentations and mastery of the four skills of English and it would be very good for children to learn English from childhood so that they are interested in it from a young age.

4.2.2.3. *Difficulties for Teacher.*

Teaching English in primary schools is not easy since the way how to teach children is different from how to teach adult learners... it is difficult to motivate children to learn the language, because they have different motivations... children need to be explained concretely through demonstrations and realia... Therefore, the teachers who have no sufficient knowledge in teaching English, especially to teach young learners need some training which can help them develop their competencies (Cahyati & Madya, 2018).

This means that different strategies must be applied to teach a language according to the age of the subjects, given that their attention is captured in different ways, children tend to lose concentration quickly, out of curiosity to experience new things. , they stop to observe and discover unlike the adults who focus their attention on a single objective or various priorities, which is why it becomes a challenge for the teacher and is required to explore new accessible and flexible techniques for the level of the individual and goals. Consequently, it is important to see that teacher training influences in the training student, and the use of their abilities and traits, so they must be prepared for any change to benefit the teaching and learning process of a second language, to become a facilitator and mediator, all the aforementioned difficulties exemplify some of the challenges that teachers face in their daily work.

The teacher affirmed that the challenges of the secondary school teacher will be to lead the students to a B1 level of English, where they will be involved in a new, active, fun pedagogical didactics that involves each of the protagonists, because they will receive children with an A2 level of English. who have acquired it through games, their immersion in the classroom, the use of new technological tools, the teacher will have to improve their linguistic, methodological and pedagogical skills to achieve the goal and promote the constant use of English in the classroom. school and social circle of the individual. Question number 23...What challenges will teachers face with the transition of English from primary to secondary?

V. ANALYSIS AND DISCUSSION OF THE INFORMATION COLLECTED

Regarding the specific objective 1, to identify challenges and benefits that teachers experience with the new evaluation system in the teaching learning process of English students in 10th grade at Gabriela Mistral School, II semester 2023. To measure this objective, the questions 2...Could you describe how the current evaluation system in Nicaragua is? Of the interview guided for the teacher to collect information stated since 2023, the evaluation system in Nicaragua has been working qualitatively, it is a new way of evaluating the educational process, which makes use of assessment criteria such as procedural, conceptual, and attitudinal, in addition, to the implementation of instruments to achieve each of those criteria that are developed from the achievement indicator and transversal axis.

On the other hand, there is a new transition of English teaching from primary to secondary school. The new changes in the evaluation system are mentioned to publicize what challenges or benefits can provide in the teaching and learning process of the English as a second language, which are use of qualitative assessment, instruments, criteria and the transition of English from elementary to secondary school. (Anduriña, 2023) stated that “during the inauguration of the 2023 school year, the Ministry of Education (Mined), unveiled the new learning evaluation system, which is based on methodologies that allow the teacher to know the successes and failures of students during the construction of their knowledge, development of skills and formation of their personality for the scope of the competences established in the national curriculum”. Therefore, this tool allowed to fulfill the expectations required in the research and gave answers to the objective.

Regarding the specific objective 2, to explain challenges and benefits of the new evaluation system in the teaching learning process of English students in 10th grade at Gabriela Mistral School II semester, 2023. Question 5... Do you consider that your attitude must be evaluated, why? And 8 guided to students...Would you have liked to learn English from your childhood, why? Question 4, 5... what benefits do you obtain with qualitative evaluation in the English teaching-learning process? Do you consider that the use of qualitative evaluation has created obstacles? Question 13...What are the benefits and challenges of use assessment criteria? And questions 21, 22 and 23, gave answer to this

objective, where describe each benefits and challenges of the changes in the evaluation in Nicaragua, that expressed that qualitative evaluation creates opportunities for the student to lose certain insecurities, due to that the student is valued for his or her attitudes, where student stated that the attitude partly reflects the interest of students in the class and must be evaluated because it influences the academic and educational level.

In addition, according to assessment criteria these allow the creation of students who are competent in the skills that each subject develops for daily life, forces the teacher to absolute observation of each individual but causes the student to show little interest. On the other hand, the level of English would be much better if one had studied English since childhood, because, they are interested in it from a young age, facilitate the mastery of the four skills, to obtain an advanced English to create employment opportunities in the future, bilingual students with skills in a second language, however, the challenges of the secondary school teacher will be to lead the students to a B1 level of English, the teacher will have to improve their linguistic, methodological and pedagogical skills to achieve the goal and promote the constant use of English in the classroom, learning through games.

The results show that these have created advantages and disadvantages in the learning process of English. One of the benefits is that the new system of evaluation has produced changes that promote a better learning process in the English, due to students have the opportunity to achieve an English level qualified to communicate, on the other hands, this causes panic in the teacher, according to them, must change the traditional teaching to provide a didactic class, where the classroom management refers the interaction between facilitator, learner and knowledge. These data should be taken into account considering that Rodriguez (2023) indicated that this system focus on the competencies of the student, and teachers change their role, also, Cahyati & Madya (2018) affirmed that it is difficult motivate children to learn a new language. According the data collected, affirm that there are lack of knowledge of the topic on the part of students, that each of the benefits implies challenges for both the teacher and the student, for that reason is necessary to learn about it, to determine possible solutions to the challenges found, nevertheless, it is important to say that this investigation provided clear information that is based on the experienced of those involved, and that the proposed objective has been met.

Regarding the specific objective 3, to suggest a qualitative technique that helps to get better results with the new evaluation system in the teaching learning process of English students in 10th grade at Gabriela Mistral School II semester 2023. Question 7...What type of instrument are currently in use and could you describe how the use of them has benefited or hindered the evaluation process? question 8...What instruments do you implement to evaluate the teaching and learning process of English?, and 9..Do you agree about the use of instruments to evaluate?, guided to the teacher, to evaluate, rubrics, checklists, tests, observation guides, scales, portfolios, anecdotal notebooks are applied, which make it possible to make known in a clear and direct way what is being evaluated to the student, they are useful tools to speed up the evaluation process. Question 7...What type of instrument are currently in use and could you describe how the use of them has benefited or hindered the evaluation process? question 8...What instruments do you implement to evaluate the teaching and learning process of English?, and 9..Do you agree about the use of instruments to evaluate?, guided to the teacher, to evaluate, rubrics, checklists, tests, observation guides, scales, portfolios, anecdotal notebooks are applied, which make it possible to make known in a clear and direct way what is being evaluated to the student, they are useful tools to speed up the evaluation process.

In fact, they are the most common instruments implemented in the classroom to values the knowledge of the students, in addition it helps to differentiate the academic level of individuals to strengthen teaching, on the other hand, the information collected emphasizes that each of the criteria, achievement indicator, and transversal axes, must be taken into account for the creation of this achieving effectiveness of this instruments , these refer to the learning styles of the students and what is intended to be achieved ,also, to the strategy and topic that is evaluated. According to Khan (2019) Good measuring instruments in education refer to all those standardized tools which help in assessing student's performance. Besides, in this topic, we are discussing the various important tools which help in the assessment of student's performance. Most noteworthy, it divides into 3 tests that are validity, reliability, and usability. (Athar, 2019).

It is interesting to know that in this way students can be evaluated, and give them the opportunity of participate in this process, the evidence of the results is seen in the

planning of instruments, that even students can have access like the portfolios where they record what they have learned. Therefore, one of this tools can be taken into account to give a solution to the third objective proposed.

5.1. Conclusion

Finally, this research focused on analyze challenges and benefits that expose the new evaluation system of Nicaragua in the teaching learning process of the students in 10th grade at the Gabriela Mistral school, II semester 2023, where the main instrument applied was an interview to give answer and support the theories about this problem. On the other hand, the results indicated that the challenges found refers to the adaptation and different experience of the teacher, they have to change their methodological strategies to provide an interactive class, that is a new stage by the teacher that used to teach with traditional system, teacher must provide a level satisfactory of English to define the linguistic abilities of the student in a level scale of English from A1 to B1 respect to Common European Framework(CEFR) as well as that, this in a complex topic by the students according to the data obtained, because there is a lack of information about it.

Nevertheless, this concluded that the new system is a formative evaluation that evaluates the attitude of students, that creates competence in the student and gives the chance to lose shyness at the moment students express their skills in the English language, with this in mind, is important to know that based on the information this provides a better teaching and learning of the communicative English and bilingual students, as a result, of the transition of the English from primary to secondary school. Additionally, with the use of instruments and criteria to assess, these improve the control or organization of qualitative and quantitative grades and clearly record the progress achieved by the students, the criteria are the descriptors of these advances in the formative evaluation.

It is considered that in order to achieve the quality lesson, these results should be taken into account when considering how the facilitator teaches the student a learning for life, leaving traditional teaching and being creative and innovative, having high expectations, for which every day he must motivate his students to make more and more effort. It is of utmost importance for educators to develop conducive mechanisms to capture the attention of students, and ensure that they develop passion and love for study. The experiment provides a new knowledge for future researches and teachers that are involved in the Education and contributes a clearer understanding of the approach of the evaluation

system in Nicaragua to give solutions to the challenges, and know how to react and master the use of criteria, tools and the transition of English.

5.2. Recommendations

Considering the importance of this topic, the following recommendations will provide elements of interest to address the problem. For future research, the search for solutions to each of the challenges of the new evaluation system and take into account the benefits that provide:

The facilitator must know and understand the environment that surrounds the learner and that his aptitude is congruent with the criteria of the achievement indicator that he implements, to adapt to new changes and use didactic methods outside the traditional school, apart from this, is required give information about this topic to obtain better results in the educational process.

Students must consider the importance of the role played in the teaching and learning process, to be the protagonist of their own intellectual and moral growth. In addition, create awareness of the effort of teachers to educate, nevertheless, remembering their participation so that the educator creates strategies that favor their learning, depending on their skills and ways of acquiring knowledge.

For future studies, this research is new, for this reason, there is little information about this problem, consequently, is important to know that the number of sample should take into account to obtain better data, due to, it is the main source to collect truthful and reliable material.

Regarding the qualitative technique, it is important to consider that they must attend to the need to instill the four skills of English as competence in learning, remembering that students do not learn in the same way and that the evaluation is formative, creating competence and quality.

5.3. Limitations

The generalizability of the results is limited by the number of sample taken into account during the collecting process, due to, when the instruments were applied, only seven students and two teachers were interviewed, opposite to the number and sample proposed, and the lack of attendance.

Due to the lack of data on others studies, it is beyond the scope of this study, because is a qualitative and new research, that can provide reliable information, but it needs to be more researched to achieve the proposed objectives in greater depth.

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Appendix

Appendix 1. Proposal methodological strategy

Introduction

The digital portfolio is a technique that it proposes for evaluation student's progress in the classroom based assessment system. A digital portfolio is a collection of digital evidence of a learning of students. This could include photo, video, audio recordings, written work, or other artifacts. The portfolio would be organized in a way that could make it easy for the student to reflect on their progress and for others to see the student's growth over time. Digital portfolios can be used to supplement or replace traditional forms of assessment, such as grades or standardized test. They are particularly well-suited for assessing skill like communication, collaboration and critical thinking, which can be difficult to measure using more traditional methods.

The platform that will be used is google drive is a popular cloud- based storage service that can be used to create digital portfolios. It offers a variety of feature that make it well-suited for this purpose, including the ability to organize files into folders, share documents with others, and track changes. With Google drive, students can access their portfolios from any device with an internet connection, making it easy to add new content and reflect on their progress. The service also has a number of built- in security features, such as password protection and two-factor authentication, which help to ensure that the portfolio is kept safe and secure.

Objective

To bring an instrument of evaluation to help to get a better assessment by the teacher and students, where they recording their activities learned, making use of the technology.

Skills to put into practice

There are different skills which are necessary to create competences, nowadays, usually students make use of the technological devices, for that reason, they may strength their abilities in the use of it, developing interest and motivation in the class, also, the four

skills of the English as a second language, due to, each activity guided by the teacher could be recorded, and the teacher has the opportunity to evaluate in determined time the advances of pupils. This instrument can be applied to any grades which have access to technology and device management, from children to teenagers and adults. The only limitation is the access to internet and some devices.

Procedure

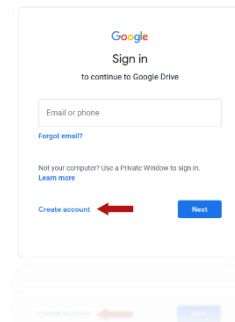
The instructions for create a digital portfolio

1. Sign up for a

Free Google

Drive account.

Illustration 0-5, introducing the account in Google Drive (Autoria Propia, 2023)



2. Create a new folder in Google Drive

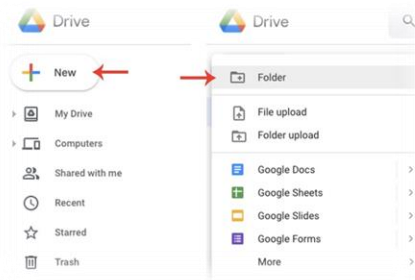
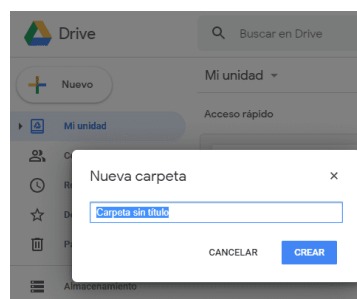


Illustration 0-7, How create a folder in Google Drive, Taken by (Islam, Zak, 2022)

3. Give the folder a name that reflects

The purpose of the portfolio.

Illustration 0-9, Name the folder in Google Drive, Taken by, (Tecpro Digital, 2015)



4. Add relevant files and documents to the folder.
5. Organize the files and documents into sub-folders, as needed.

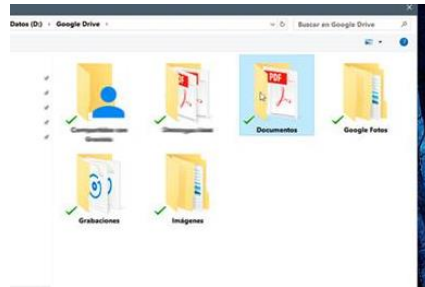


Illustration 0-1, Organization of the folders, Taken by, (Xavi, 2015)

6. Share the portfolio folder with others who will be evaluating it, such as teacher or administrators.

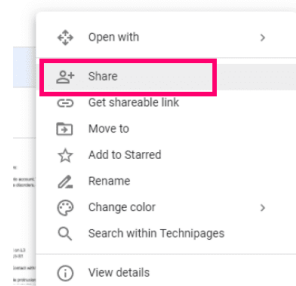


Illustration 0-10, sharing the portfolio, Taken by, (Weller, 2019)

7. Regularly review and update the portfolio to reflect the student's progress.

The real importance of this challenge is to be able to stimulate the experimentation and creativity of the students. The digital portfolio is an instrument that combines technological tools in order to gather work. By incorporating technology, the linear sequence characteristic of the traditional portfolio is broken.

Appendix 2. Operationalization of variables

Variables	Dimensi ons	Indicators	scale	Questions	Techni ques	Conduct ed to
Evaluation system in Nicaragua	Definitio n of evaluatio n system	Characteris tics	Open	How do you define evaluation system?	Intervie w	Teachers
			Open	Could you describe how is the current evaluation system in Nicaragua?		
			Open	What do you think, when you heard the word evaluation?	Intervie w	Students
	Approach of the new system		Open	What are the goals that new system pretends to achieve?		Teachers
			Closed	Have you heard about the new system evaluation?	Intervie w	Students
			Open	What do you know about it?		
	Use of the qualitativ e evaluatio n	Obstacles and advantages	Open	4. Tell me what benefits do you obtain with qualitative evaluation in the English teaching- learning process?		Teachers

			Open	Do you consider that the use of quantitative evaluation has created obstacles?		
			Open	How have students reacted before this evaluation method?		
			Closed	In your opinion, Do you like the new system?	Interview	Students
			Open	Have you observed changes in your learning process?		
	Instruments	Types of instrument	Open	7. What type of instrument are currently in use and could you describe how the use of them has benefited or hindered the evaluation process?		Teachers
			Open	Do you agree about the use of instrument to evaluate?		

		Used by the teacher.	Closed	What instruments do you implement to evaluate the teaching and learning process?	Interview	Teachers
			Open	According to you what are the most effective?		
	Assessment criteria	Challenges and benefits	Open	11. What do you know about assessment criteria?		Teachers
			Open	12. What each evaluation criterion consists of and what it is intended to achieve?		
			Open	What do you know about assessment criteria?		
	Conceptual criteria	Open	What each evaluation criterion consists of and what it is intended to achieve?	Interview	Teachers	
	Procedural criteria					
	Attitudinal criteria		What are the benefits and challenges of use assessment criteria?			

			Open	Do you consider that your attitude must be evaluated in each indicator, why?	Interview	Students
			Open	In your arguments, What characteristics should you be evaluated?		
Learning process in the evaluation system	Comparison between traditional and new learning in the evaluation	Actions of the conventional teacher.	Open	How was the learning process evaluated in years ago?		Teachers
			Open	What were the goals of the teaching process?		
			Open	According your arguments, what is the difference between the traditional and the new system?		
		Open	How do you differentiate the traditional evaluation from the modern?		Students	
		New methods in the evaluation	Open	What changes have you experimented in your teaching process?	Interview	Teachers

		for teachers and students	Open	What has produced this new evaluation system in the learning process?		
			Open	What is the role of the student with this new evaluation system?		
Transition of the learning of English from primary to secondary.	Consist of		Open	In education, what does learning English in primary school aim for?		Teachers
			Open	What are the approaches of the transition of the learning English from primary to secondary?		
	Opportunities for students		Open	What opportunities will students have with the implementation of English from elementary school?		Teachers
			Open	Would you have liked to learn English from your childhood, why?	Interview	Students
	Difficulties for teacher		Open	What challenges will teacher in face with this implementation?		Teachers

Appendix 3. Interview to teacher

FACULTAD REGIONAL MULTIDISCIPLINARIA, MATAGALPA

Research Topic: Challenges of the new evaluation system in the teaching learning process of students in 10 th grade at the Gabriela Mistral School, II semester 2023.

Interview Guide for Teachers (Questionnaire)

I. General data

School: Colegio Público Gabriela Mistral **Level:** 10th

Teacher's name: **Subject:**

II. Introduction

I am a student of the English Degree offered at UNAN-FAREM Matagalpa. I am conducting research with the aim of collecting information related to my research work entitled: Challenges of the new evaluation system in the teaching- learning process of students in 10 th grade at the Gabriela Mistral school, II semester 2023, for which I will conduct this interview.

III.Objectives

General

To analyze challenges and benefits that expose the new evaluation system in the teaching learning process of the students in 10th grade at Gabriela Mistral school, II semester 2023.

Specific objectives

- To identify challenges and benefits that teachers experience with the new evaluation system in the teaching learning process of students in 10th grade at Gabriela Mistral School, II semester 2023.
- To explain challenges and benefits in the new evaluation system in the teaching learning process of students in 10th grade at Gabriela Mistral School II semester, 2023.
- To suggest a qualitative technique that helps to get better results with the new evaluation system in the teaching learning process of students in 10th grade at Gabriela Mistral School II semester 2023.

IV. Procedure

1. How do you define an evaluation system?
2. Could you describe how the current evaluation system in Nicaragua is?
3. What are the goals that the new system pretends to achieve?
4. Tell me what benefits do you obtain with qualitative evaluation in the English teaching-learning process?
5. Do you consider that the use of quantitative evaluation has created obstacles?
6. How have students reacted before this evaluation method?
7. What type of instrument are currently in use and could you describe how the use of them has benefited or hindered the evaluation process?
8. What instruments do you implement to evaluate the teaching and learning process of English?
9. Do you agree about the use of instruments to evaluate?
10. According to you, what is the most effective?
11. What do you know about assessment criteria?
12. What each evaluation criterion consists of and what it is intended to achieve?
13. What are the benefits and challenges of use assessment criteria?
14. How was the learning process evaluated years ago?
15. What were the goals of the teaching process?
16. According to your arguments, what is the difference between the traditional and the new system?
17. What changes have you experienced in your teaching process?
18. What has produced this new evaluation system in the learning process?
19. What is the role of the student with this new evaluation system?
20. In education, what does learning English in primary school aim for?

21. What are the approaches to the transition of learning English from primary to secondary?
22. What opportunities will students have with the implementation of English from elementary school?
23. What challenges will teachers face with the transition of English from primary to secondary?

Appendix 4. Interview to students

FACULTAD REGIONAL MULTIDISCIPLINARIA, MATAGALPA

Research Topic: Challenges of the new evaluation system in the teaching learning process of students in 10 th grade at the Gabriela Mistral School, II semester 2023.

Interview Guide for students (Questionnaire)

I. General data

School: Colegio Público Gabriela Mistral **Level:** 10th

Teacher's name: **Subject:**

II. Introduction

I am a student of the English Degree offered at UNAN-FAREM Matagalpa. I am conducting research with the aim of collecting information related to my research work entitled: Challenges of the new evaluation system in the teaching- learning process of students in 10 th grade at the Gabriela Mistral school, II semester 2023, for which I will conduct this interview.

III. Objectives

General

To analyze challenges and benefits that expose the new evaluation system in the teaching learning process of English students in 10th grade at Gabriela Mistral school, II semester 2023.

Specific objectives

- To identify challenges and benefits that teachers experience with the new evaluation system in the teaching learning process of English students in 10th grade at Gabriela Mistral School, II semester 2023.
- To explain challenges and benefits of the new evaluation system in the teaching learning process of English students in 10th grade at Gabriela Mistral School II semester, 2023.
- To suggest a qualitative technique that helps to get better results with the new evaluation system in the teaching learning process of English students in 10th grade at Gabriela Mistral School II semester 2023.

IV. Procedure

1. What do you think, when you hear the word evaluation?
2. Have you heard about the new system evaluation?
3. Have you observed changes in your learning process?
4. What do you know about assessment criteria?
5. Do you consider that your attitude must be evaluated, why?
6. In your arguments, what characteristics should you be evaluated on?
7. How do you differentiate the traditional evaluation from the modern?
8. Would you have liked to learn English from your childhood, why?

Appendix 5. Analysis and interpretation of results table

	Objective 1	Objective 2	Objective 3
Specific objective	To identify challenges and benefits that teachers experience with the new evaluation system in the teaching learning process of English students in 10th grade at Gabriela Mistral School, II semester 2023.	To explain challenges and benefits of the new evaluation system in the teaching learning process of English students in 10th grade at Gabriela Mistral School II semester, 2023.	To suggest a qualitative technique that helps to get better results with the new evaluation system in the teaching learning process of English students in 10th grade at Gabriela Mistral School II semester 2023.
Questions-/ results summary	To arguments this objective, the questions 2...Could you describe how the current evaluation system in Nicaragua is? Of the interview guided for the teacher to collect information stated since 2023, the evaluation system in Nicaragua has been working qualitatively, it is a new way of evaluating the educational process, which makes use of assessment criteria such as procedural, conceptual, and attitudinal, in addition to the implementation of instruments to achieve each of those criteria that are developed from the achievement indicator and	Question 5... Do you consider that your attitude must be evaluated, why? and 8 guided to students... Would you have liked to learn English from your childhood, why? Question 4, 5... what benefits do you obtain with qualitative evaluation in the English teaching-learning process? Do you consider that the use of qualitative evaluation has created obstacles? Question 13...What are the benefits and challenges of use	Question 7...What type of instrument are currently in use and could you describe how the use of them has benefited or hindered the evaluation process? question 8...What instruments do you implement to evaluate the teaching and learning process of English?, and 9..Do you agree about the use of instruments to evaluate?, guided to the teacher, to evaluate, rubrics, checklists, tests, observation guides, scales, portfolios, anecdotal notebooks are applied, which make it possible to

	<p>transversal axis. On the other hand, there is a new transition of English teaching from primary to secondary school.</p>	<p>assessment criteria? And questions 21, 22 and 23, gave answer to this objective, where describe each benefits and challenges of the changes in the evaluation in Nicaragua, that expressed that qualitative evaluation creates opportunities for the student to lose certain insecurities, due to that the student is valued for his or her attitudes, where student stated that the attitude partly reflects the interest of students in the class and must be evaluated because it influences the academic and educational level. In addition, according assessment criteria these allow the creation of students who are competent in the skills that each subject develops for daily life, forces the teacher to absolute observation of</p>	<p>make known in a clear and direct way what is being evaluated to the student, they are useful tools to speed up the evaluation process.</p>
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each individual but causes the student to show little interest. On the other hand, the level of English would be much better if one had studied English since childhood, because, they are interested in it from a young age, facilitate the mastery of the four skills, to obtain an advanced English to create employment opportunities in the future, bilingual students with skills in a second language, however, the challenges of the secondary school teacher will be to lead the students to a B1 level of English, the teacher will have to improve their linguistic, methodological and pedagogical skills to achieve the goal and promote the constant use of English in the classroom, learning

		through games.	
Interpretation of results	<p>The new changes in the evaluation system are mentioned to publicize what challenges or benefits can provide in the teaching and learning process of the English as a second language, which are use of qualitative assessment, instruments, criteria and the transition of English from elementary to secondary school.</p>	<p>The results show that these have created advantages and disadvantages in the learning process of English. One of the benefits is that the new system of evaluation has produced changes that promote a better learning process in the English, due to students have the opportunity to achieve an English level qualified to communicate, on the other hands, this causes panic in the teacher, according to them, must change the traditional teaching to provide a didactic class, where the classroom management refers the interaction between facilitator, learner and knowledge.</p>	<p>In fact, they are the most common instruments implemented in the classroom to values the knowledge of the students, in addition it helps to differentiate the academic level of individuals to strengthen teaching, on the other hand, the information collected emphasizes that each of the criteria, achievement indicator, and transversal axes, must be taken into account for the creation of this achieving effectiveness of this instruments , these refer to the learning styles of the students and what is intended to be achieved ,also, to the strategy and topic that is evaluated.</p>

<p>Theory and literature review/implications</p>	<p>(Anduriña, 2023) stated that – “during the inauguration of the 2023 school year, the Ministry of Education (Mined), unveiled the new learning evaluation system, which is based on methodologies that allow the teacher to know the successes and failures of students during the construction of their knowledge, development of skills and formation of their personality for the scope of the competences established in the national curriculum”</p>	<p>These data should be taken into account considering that Rodriguez (2023) indicated that this system focus on the competencies of the student, and teachers change their role, also, Cahyati & Madya (2018) affirmed that it is difficult motivate children to learn a new language.</p>	<p>According to Khan (2019) Good measuring instruments in education refer to all those standardized tools which help in assessing student’s performance. Besides, in this topic, we are discussing the various important tools which help in the assessment of student’s performance. Most noteworthy, it divides into 3 tests that are validity, reliability, and usability. (Athar, 2019)</p>
<p>Reflective analysis</p>	<p>. Therefore, this tool allowed to fulfill the expectations required in the research and gave answers to the objective.</p>	<p>According the data collected, affirm that there are lack of knowledge of the topic on the part of students, that each of the benefits implies challenges for both the teacher and the student, for that reason is necessary to learn about it, to determine possible solutions to the challenges found, nevertheless, it is important to say that this</p>	<p>It is interesting to know that in this way students can be evaluated, and give them the opportunity of participate in this process, the evidence of the results is seen in the planning of instruments, that even students can have access like the portfolios where they record what they have learned. Therefore, one of this tools can be taken into account to give a solution to the third objective</p>

		investigation provided clear information that is based on the experienced of those involved, and that the proposed objective has been met.	proposed.
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