

Misalignment between language competence in the Basic Learning Rights and students' current level of English in the EFL classroom and how this affects formative assessment activities' objective in a private school.

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Abstract

This academic study aims to identify and clarify how the objective of the formative assessment activities developed in an English as a Foreign Language (EFL) class at a private school is affected by the misalignment between established language competences in the Basic Learning Rights (BLR) and students' current English language proficiency. As a means to make visible the difficulties for the implementation of formative assessment activities in class caused by this current misalignment, the focus is on gathering data on 10th-grade students' English language proficiency, evaluation styles, and formative assessment activities carried out in class at the Paula Montal School in Itagüí, Antioquia. Data was collected through techniques such as a test that helps to identify students' English level according to the established language competences in the BLR. Also, documents analysis in order to look over the planning and the Proyecto Educativo Institucional to analyze the formative assessment activities that are proposed and designed to be applied on the 10th grade. According to the sources of data collection, it was found that the majority of the students' general language competence (writing, reading, speaking and listening) is below the required level to reach the basic learning rights, among other findings. This research paper is a future reference for new knowledge in the educational field. It is expected that through the results of this research work it will be possible to invite the educational system to get involved to reduce this misalignment in public and private schools.

Key words: *Formative assessment, Basic learning rights, Misalignment, Language competence, English as a foreign language.*

Resumen

Este estudio académico tiene como objetivo identificar y aclarar cómo el objetivo de las actividades de evaluación formativa desarrolladas en una clase de inglés como lengua extranjera (EFL) en una escuela privada se ve afectado por el desajuste entre las competencias lingüísticas establecidas en los Derechos básicos de aprendizaje (DBA) y el dominio actual del idioma inglés de los estudiantes. Como un medio para visibilizar las dificultades para la implementación de actividades de evaluación formativa en clase causadas por este desajuste, el enfoque se hace en recopilar datos sobre el dominio del idioma inglés de los estudiantes de 10° grado, estilos de evaluación y actividades de evaluación formativa realizadas en clase, en el colegio Paula Montal de Itagüí, Antioquia. Los datos fueron recolectados a través de técnicas tales como un test que nos permite identificar el nivel de inglés de los estudiantes de acuerdo a las competencias lingüísticas establecidas en los DBA. Asimismo, el análisis de documentos para revisar las planificaciones y el Proyecto Educativo Institucional para analizar las actividades de evaluación formativa que se proponen y diseñan para ser aplicadas en el 10° grado. De acuerdo con las fuentes de recolección de datos, se encontró que la competencia lingüística general (escribir, leer, hablar y escuchar) de la mayoría de los estudiantes está por debajo del nivel requerido para alcanzar los derechos básicos de aprendizaje, entre otros resultados. Este trabajo de investigación es una futura referencia para nuevos conocimientos en el campo educativo. Se espera que a través de los resultados de este trabajo de investigación se pueda invitar al sistema educativo a involucrarse para disminuir este desajuste en las escuelas públicas y privadas.

Palabras clave: *Evaluación formativa, derechos básicos de aprendizaje, desalineación, competencia lingüística, inglés como lengua extranjera*

Degree Requirement

This research is carried out in order to fulfill the requirement for the academic degree of Bachelor of education in teaching English at the Universidad Católica Luis Amigó in the city of Medellín, Colombia.

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1. Introduction

1.1 Statement of the problem

The development of assessment activities in the classroom can be impacted by a number of factors, but in order to highlight the one that is particularly relevant to this study, it is useful to mention Izci (2016), who states that the “variety of student ability discourage teachers to adopt FA [formative assessment]” (p. 2544). From this statement, an accurate premise can be found, which is that in the context selected, due to this existing variety between students, the teacher’s encouragement towards the application of the formative assessment is directly affected.

The 10th-grade students at the Paula Montal School have some trouble in their English class activities, because their level of English fails to meet the requirements of the Basic Learning Rights. According to the BLR proposal, 10th grade students should already be able to explain the reasons behind plans and actions; recognize cause and effect relationships; summarize information; make short presentations; express their opinion on academic topics; exchange information about different topics; identify the type, purpose, and parts of a short text; and make recommendations and suggestions through medium length texts (Ministerio de Educación Nacional, 2016); consequently, it is hard for them to participate in the activities assigned. It is also challenging for the teacher to design assessment activities that require students to use any of the four language skills—listening, speaking, reading, and writing—to produce an outcome at the 10th-grade level.

1.2 Literature Review

Ministerio de Educación Nacional, (2006). Guía 22: Estándares básicos de competencias en lenguas extranjeras: Inglés. This document's primary goal is to define and clarify the Standards of Competence in a Foreign Language: English, which are transparent standards that enable setting the fundamental standards of excellence to which students from all regions of Colombia are entitled. In order to help students achieve the goal of acquiring an intermediate level of proficiency in English in their last grade of school in accordance with the common European framework. The English standards of competence in this document serve as a fundamental orientation so that English teachers, administrators, and parents are aware of the communicative competencies that students of the Basic and Intermediate levels are expected to develop.

Lehmann (2009) proposed a concept of linguistic competence that is applicable to the linguistic abilities of individuals in a uniform, objective way under a variety of conditions. To that end, the concept must be theoretically well founded and have clear empirical correlates. An essential corollary of well-roundedness is interdisciplinary fruitfulness. It arises from a seminar on “Sprach Beherrschung and Sprachbegabung” directed in tandem with Karlfried Knapp at the University of Erfurt in the 2006 summer term, here was found that Linguistic competence is an important notion of any theory of language, but one with an empirical basis, given individual may be competent in different languages to different degrees, An adequate notion of linguistic competence embodies linguistic proficiency, The notion of linguistic competence has to be articulated in terms of levels, domains components, dimensions, modes, etc. This research also help us to understand how the linguistic competence is being develop by the students and this is related to out research proposal because one of the purposes of the Basic Learning Rights is to develop the linguistic competence that is necessary for the students in the Colombian educational context and will help us to explore how this misalignment between the Basic learning rights and the established language competencies are affecting the assessment activities of students in public and private schools.

Henríquez (2020) started with the main purpose of making teachers aware and showing how they should appropriate the Basic Learning Rights (BLR); however, many situations

arose in the process such as generating reflection, and possible suggestions to activate the expression of people to make easier to observe, to analyze to make deconstructions and constructions taking into account feelings, experiences, beliefs and being and so on. This research was based on a group of 3 public English teachers and how they attempted to appropriate the Basic Learning Rights (BLR), and identify the challenges that they found to renew strategies, being that English teachers had little knowledge about the Basic Learning Rights (BLRs), which were the target content to appropriate. Basic Learning Rights (BLR) were not adequately analyzed since teachers had a single session for going deeper into the subject. It was also necessary that all communities knew also about the Basic Learning Rights (BLR) in order to have a common goal. This study made a contribution to the field of education by demonstrating the discrepancy between theory and practice that EFL teachers encounter every day in the classroom which is supposed to be developed using the BLR as reference for our class.

Araujo and Mesino (2022). The study appeared from a desire to identify the factors influencing students' poor academic performance in relation to the development of evaluations that require them to develop language skills. This research work reveals the results of a qualitative-based analytical descriptive study carried out in an official educational institution in the city of Barranquilla (Colombia), which had eight teachers from the secondary school. The participants in this study recognize the significance of switching from summative to formative assessments, which they use continuously and systematically to focus attention on students, identify their errors, trace the learning trajectory, and respect, adjust, and adapt all strategies. The teacher must carry out a permanent process of evaluation, feedback, and adjustment in the revision of concepts to facilitate the student having the minimum conditions to work on competencies with thinking and language skills.

Andrade (2018). The main objective of this research work is to learn about the detection of Learning Problems in English as Foreign Language students through a critical compilation of literature review. this research work will help us to understand how this misalignment can be identify at the moment that we apply in our research our data collection methods, this research work was carried out by a qualitative method, The content analysis used in this research's methodology was created in order for the problem to be chosen, the research question to be formulated, and then for accurate and well-organized information to be provided that could aid in the detection of learning problems in EFL students from Colombian

schools. The literature review was broken down into topics, and in the conclusion, the methodologically organized search of various literature was organized using index cards as tools, this will help us to explore in a meaningful way that detection of learning problems in our context for our research, according with Andrade (2018) “the teachers must be attentive to each student behavior, because each student can manifest his/her learning disabilities in different ways” This monograph gives a lot and precise information which EFL teachers can use as a tool of consulting in every moment when they feel or notice a student with peculiar characteristics of behavior or performance. In our personal opinion this research work also shows us that the misalignment can be developed in our classes due to other factors that are involved in our educational context and also external situations and cognitive disabilities of the students.

Izci (2016) has as a main objective to review the literature to demonstrate possible factors that affect teachers’ adoption of formative assessment in to their practice, and classify these factors using a framework, this study mentioned some contextual factors that are affecting the adoption of the formative assessment and 1 of them is the students attitude, mistrust and resistance, he stated the variety of students ability discourage teachers to adopt formative assessment.

1.3 Theoretical Framework

Basic Learning Rights

The Ministerio de Educación Nacional (MEN) is in charge of regulating many of the laws and decrees that govern the rules for teaching and education in Colombia, which increases the nation's educational accessibility and consistency. Despite Colombia's long history of bilingualism and multilingualism, it was not until the Political Constitution of 1991 first formally recognized the nation's multilingual and pluricultural nature and gave indigenous languages co-official status alongside Spanish. Then, under Article 76, General Law of Education, Law 115 of 1994, a set of requirements, study programs, plans, methodologies, and procedures that support a thorough education and the development of national, regional, and local identity, as well as the physical, intellectual, and human resources necessary to execute the Proyecto Educativo Institucional policies into practice, are listed. The National Bilingual Program was later formed by the Ministerio de Educación Nacional (MEN) in 2004 to enable all students to achieve a B1 level of English proficiency by the conclusion of their academic year. Then, in 2014, a new structure known as the Basic Learning Rights was established by Ministerio de Educación Nacional. According to Ministerio de Educación Nacional (2016) Basic Learning Rights (BLR) in the area of English language “are an essential tool for ensuring quality and equity in education for all children in Colombia” (p. 8), this is a very useful tool for students because it informs them of the material they need acquire during the academic year and at each grade level to help them plan their individual study sessions. These rights describe the information and abilities that students in Colombia's sixth- through eleventh-grade English classes are required to acquire. The Basic Learning Rights are resources that aid teachers in identifying crucial elements necessary for students' communicative proficiency in a foreign language. Stated by the Ministerio de Educación Nacional (2016), Basic learning rights are constructed in a manner that is consistent with the Curricular Guidelines and the Basic Standards of Competence (BSC). Although they contain a number of essential components for the development of communicative proficiency in English as a Foreign Language, Basic Learning Rights do not serve as a substitute for a formal curriculum. The MEN created different Basic Learning Rights that will help the students achieve communicative competence by working on speaking, writing, reading, and listening, suggesting activities and oral presentations in the

classroom, and learning the language skills necessary for comprehension when reading, listening, and writing as well as for oral and written expression for 10th grade students in the educational context.

Communicative Competence

Communicative competence involves the use and usage of the particular language that is being learned by the students; as Saleh (2013) points out, “it refers to the speaker’s ability to use the language appropriately in different linguistic, sociolinguistic, and contextual settings” (p. 108). The realization of this level of language use requires a good command of all language skills. If each student is socially recognizing how and when to use the language to make themselves understood, it may be considered that they are developing the communicative competence needed, so it is worth mentioning communicative competence as “the knowledge of linguistic and related communicative conventions that speakers must have to initiate and sustain conversational involvement”. (Gumperz, 1997, pp. 40-41)

Assessment

The process of education and learning has always been focused on students' knowledge and skills that can be used and eventually evaluated, but assessment is more than just a way to collect data; it is also a way for teachers to identify and analyze their students' processes and progress. Teachers can also use assessment to determine where students need to improve, what obstacles they face, and what resources they need. Sammons and Mather (2006) point out that assessment is a systematic process that plays a vital role in teaching where it identifies the learning goals and makes judgments based on the extent to which those goals are achieved. Moreover, Nusche *et al.* (2011) comment that, regardless of various discrepancies, a tendency to search for solutions that would effectively combine the advantages of different visions and approaches towards assessment is becoming more evident in didactic research. Besides, Kožuh (2019) states that there has been an extensive search for a model of assessment that would allow for the most thorough appraisal of a student’s knowledge and would, at the same time, develop the individual needs and abilities of a learner, leading to a comprehensive development of his or her personality.

Formative Assessment

Formative assessment is a set of strategies for examining how students learn and helping them advance, exchanging ideas with them and assisting them as they seek to enhance their learning capabilities. It can also be characterized as a strategy for pushing students throughout the process and helping them overcome challenges. As said by Chappuis and Stiggins (2002), formative assessments are assessments designed to monitor student progress during the learning process, but during the assessment process at school, teachers normally carry out the process based on a summative assessment; however, the concept of formative assessment has not been ignored. As Kožuh (2019) explains, “summative assessment gives a concrete answer to the question regarding the achievement of the educational objectives, knowledge standards, indicators, and the student assessment criteria derived from them” (p. 3). On the other hand, formative assessment provides students with current information about what they are already capable of doing and how to fill in any of their knowledge gaps possibly. The teacher's role is to guide and support students in discovering and recognizing their challenges, while also highlighting their abilities and skills. Students must also be encouraged to improve their processes, with the ability to develop self-assessment, with criteria and determination about their evaluation and learning process.

English as a Foreign Language

It refers to teaching and learning English in a context where English is not widely used for national communication or as a medium of instruction. Bonilla and Cruz (2013) state that Colombia has established a language policy of bilingualism in education; thus, multiple changes have occurred at different levels in English as a foreign language teaching. The current bilingual policy has provoked an impact at the social and cultural level since every Colombian community, in urban and rural settings, has been mandated to learn English at The study of English by non-native speakers in countries where English is not the dominant language is referred to as English as a foreign language. When we talk about English as a foreign language, we are not only talking about teaching and learning grammar or improving the four language skills (listening, speaking, reading, and writing); we are also talking about learning and teaching the cultural component that provides a new perspective on the world and unlocks the sociocultural aspect of the teaching and learning process.

1.4 Research Question

How does the misalignment between established communicative competences in Basic Learning Rights and students' current English language level affect the objective of formative assessment activities in the English as a Foreign Language (EFL) class in a private school?

1.5 Objectives

1.5.1 General Objective

The purpose of this research is to explore how the objectives of formative assessment activities designed in the EFL classroom are affected by the misalignment between communicative competences in the Basic Learning Rights, and students' current English language level in an EFL classroom, at a private high school in Itagüí, Colombia.

1.5.2 Specific Objectives

To identify students' English language level according to the Basic Learning Rights.

To analyze the formative assessment activities designed for the 10th grade in an EFL class.

To examine how the development of formative assessment activities in an EFL class is affected by the misalignment of the student's English proficiency in accordance with the Basic Learning Rights.

2. Method

2.1 Research methodology

The purpose of this research is to explore how the objectives of formative assessment activities are affected by the misalignment between language competences in the Basic Learning Rights and students' English current language level in the English as a foreign language classroom in a private high school in Itagüí, Colombia. Using an interpretative paradigm according to Phothongsunan (2010), who states that “interpretivists use more open-ended research questions. Also, the main focus is on qualitative data, from which the researcher will interpret meanings” (p. 2), this research work was based on qualitative research. Qualitative research, according to Shank (2002), is “a form of systematic empirical inquiry into meaning” (p. 5). The term "systematic" is used to denote "planned, ordered, and public," adhering to guidelines approved by the qualitative research community. The term "empirical" is used to imply that this kind of research is based on actual experience. The qualitative researchers investigate objects in their natural surroundings, trying to make sense of, or interpret, events in terms of the meanings people bring to them (Lincoln & Guba, 2000). This research work was carried out under the parameters of a participatory case study, which, according to Reilly (2010), a participatory case study is a research that involves participants and the community in all stages of the process, from designing the study through writing up and sharing the results. It is an authentic and meaningful kind of research for the participant. Teachers can "take up threads offered in academic circles and weave them in their own classroom" (Ferrance, 2000, p. 13) with the aid of participatory case study. This study will take place at the Paula Montal School with the participants in a 10th grade classroom and their English teacher. Qualitative methodology is going to allow the researchers to identify students' English language level according to the Basic Learning Rights, analyze the formative assessment activities designed for the 10th grade in an English as a foreign language class, and examine how the non-achievement of the objectives established in the Basic Learning Rights affects the development of the formative assessment activities in the EFL class.

2.2 Context

Paula Montal School is a private institution located in Itagüí, Antioquia. It was founded in 1970 by Father José María Correa as a non-profit organization dependent on the Archdiocese of Medellín, with a parochial character. It has operated under the direction of the Madres Escolapias de las escuelas Pías, and for a long time it was governed by the statutes of Archdiocesan schools. The population requesting the services is from socioeconomic groups 2 and 3. Students from Itagüí and other neighboring towns such as Sabaneta, Envigado, Medellín, La Estrella, Caldas, and San Antonio de Prado make up the majority of the student body. The institution's approach is developmental and constructivist, which seeks to strengthen the subject in favor of self-development, based on its conception of the person as a singular, social, and transcendent being in a continuous process of growth.

2.3 Sample

A homogeneous sampling was used, which means to “pick a small sample of individuals with a membership that has some similar and defining characteristics” (Savin-Baden & Major, 2013, p. 315).

There are 38 students between 15 and 16 years old. They all get along with one another, speak with confidence, and respect each other; nevertheless, they normally work in all of the activities with the same classmates. In contrast with the rest of the students who do not practice English outside of school, around 5 students have a higher level of English because they are taking English classes outside of school. Therefore, the study aims to shed light on how formative assessment activities are impacted negatively in this English class because of the students' low language level and also to provide individuals a chance to consider and come up with future solutions.

2.4 Data collection

Data was collected through techniques such as a test that helps to identify students' English level according to the established language competences in the Basic Learning Rights. Also, documents analysis in order to look over the planning and the Proyecto Educativo Institucional to analyze the formative assessment activities that are proposed and

designed to be applied on the 10th grade. A document analyst, according to Goyette (2022), “is responsible for reviewing and analyzing organizational documents to ensure accuracy”. Besides, observations of classes and the students' perspective and development during the class. Moreover, focus groups in order to know how the students feel regarding the formative assessment process. George (2021) explains that “a focus group is a research method that brings together a small group of people to answer questions in a moderated setting. The group is chosen due to predefined demographic traits, and the questions are designed to shed light on a topic of interest”. Finally, an interview with the teacher to know his perspective on the teaching and learning process in the classroom, and his perspective on formative assessment.

2.5 Data Analysis

The school was visited multiple times to gather information using various instruments, such as interview, observation, focus group and a test. Visits and the use of the different tools allowed a total of four observers belonging to the research team to participate in the data collection, analysis of the information and the construction of the results. The instruments that were used during the research were applied to different specific objectives in order to be able to answer them. To validate the study, many theoretical articles and studies were used to understand and support important information.

3. Results and Discussion

The majority of students were found to fall short of the basic learning rights.

An English test was implemented to find the student's English language proficiency in accordance with the basic learning rights. According to the sources of data collection, it was found that the majority of the students' general language competence (writing, reading, speaking and listening) is below the required level to reach the basic learning rights; as a result of the strategy applied to gather data for the research, it was determined that many students were not able, as the Basic Learning Rights state, to explain future plans, make recommendations, and express their opinion on academic themes (Ministerio de Educación Nacional, 2016). When students were trying to recognize the cause and effect in a short written text, they were able to discern them; however, they had trouble using sufficient vocabulary and clear ideas to organize it. Besides, at the moment of writing paragraphs, it was discovered that students lacked use of connectors, cohesion, and correct grammatical structure, which, in accordance with the Guía 22: Estándares básicos de competencias en lenguas extranjeras: Inglés (2006), they should already have a B 1.1 Pre intermedio 1 level, and taking into account the Common European Framework of Reference for Languages (CEFR), a person with a B1 level "can write straightforward connected texts on a range of familiar subjects within his field of interest, by linking a series of shorter discrete elements into a linear sequence" (Council of Europe, p. 61). Moreover, one of the aspects that revealed a reading difficulty in the students was that they frequently were unable to understand and follow the written instructions on the test; also, in speaking they had trouble constructing and expressing their own ideas orally, in listening they faced a challenge to understand a video content, and only a few of them were able to contribute a few thoughts regarding the film.

The assessment activities designed are connected to the basic learning rights.

Through the development of the data collection methods, it was observed that the legal framework of the English area plan is constituted mainly by the laws and legal articles established by the MEN, and the English area plan is based on the Basic Learning Rights, which "are an essential tool for ensuring quality and equity in education for all

children in Colombia. These rights describe the knowledge and skills that students must learn in English class in grades 6th to 11th in the Colombian educational system” (Ministerio de Educacion Nacional, 2016, p. 8). Furthermore, observing a real class in context revealed that the majority of the formative assessment activities developed in class, such as teamwork, debates, presentations, and others, were requesting the students to meet at least 1 or 2 of the Basic Learning Rights requirements. We concluded that the teacher must plan the formative assessment activities in accordance with the Basic Learning Rights instructions for this particular grade.

The assessment activities go beyond the students’ current English competence.

It was identified during the study that the majority of the students were not able to develop the formative assessment activities, since they do not understand what they have to complete and were not able to follow the teacher instructions due to the limitations to understand and comprehend; thus, indicating that students do not have the English level required to develop the assessment activities. According to the findings, the study reflects that the teacher must plan their activities responding to the basic learning rights requirements, the teacher is not allowed to modify the activities designed to meet the students’ needs because the students are the ones who must meet what the activities are requesting to achieve; as Henriquez (2020) states:

teachers deal with challenges trying to appropriate policies strategies like Basic Learning Rights (BLRs) that could be even more difficult since, The Ministry of National Education (MNE), and institution administrators conduct different agendas, which could generate significant adjustments respecting teachers original project plan and therefore, its implementation (p. 6).

Even with this reality, the majority of students attempt to complete formative assessment activities during class, but it is difficult for them to react regardless of whether they were asked to write, read, listen, or speak; as argued by one student:

It is hard for us to develop the activities that the teacher does in class because we don’t understand, we don’t know English, and the only ones that know is because they study in different institutions outside the school.¹

1. Translated from Spanish

The misalignment involved affects the teacher's encouragement to meet the objective of the formative assessment activities when applying them.

It was identified through the data collection methods that there are some issues that affect the encouragement of the teacher in English class, but one of the most relevant to our study is the limited English proficiency in the students, being the opposite of what the teacher, institution, and governments plans are expecting from the students, as mentioned by Addison and Brundrett (2008) who says that, among different student factors, low achievement is one of the main reasons for teacher demotivation. It was observed that the teacher, when trying to develop the formative assessment activities, sometimes prefers to change to the textbook because of the students' results and lack of interest when developing the formative ones.

The study proved that the teachers did not actively participate in the development of the English Area plans and student curriculum, which in some ways limited the development of activities, more in line with the present circumstances and the students' level of English proficiency, being opposed to the way in which the Colombian Ministry of Education has constructed its national bilingualism plan. According to the foreign language bilingualism policy in Colombia, "it is necessary that teachers have more participation in the decision-making process and evaluation of the plans as they are the ones implementing the methodologies and strategies in the schools of the country" (Ministerio de Educación Nacional, p. 152). The tenure of the teacher is another issue that is well-known when discussing teaching English as a foreign language. It is usual to see the English teachers being substituted for new ones almost every year, which always revokes the progress and procedures.

The majority of students do not have the communicative competence required to participate in the formative assessment activities, and this makes them feel demotivated when they are unable to respond.

Weaknesses that were identified during the collection of data are, for example, the notorious lack of interest from most of the students in learning or improving their English abilities. They consider that learning English is too hard and it is not really necessary; thus, they are not motivated. According to Dörnyei (2001), "teacher skills in motivating learners

should be seen as central to teaching effectiveness” (p. 116). By this, teachers are viewed as the key holders and one of their roles is unlocking motivation in students. This lack of interest leads to a lack of participation. Students are not involved, so they do not participate. “Teachers must consider when designing strategies for use in the classroom that learners learn differently and are motivated by different things. With its belief that all people have different kinds of intelligence” (Dornyei, 2001, p.). This was identified during the activities since most of them were just pretending to work and waiting for someone else to finish the activity for them.

Students are not necessarily at the same level; some of them study English outside of school, so they are able to develop the assigned activities as well as participate in class, but students who are not at the same level consider it really difficult and come across it as difficult to improve their skills. In order for our students to successfully complete the tasks and comprehend the material, planning is crucial at this point. As Henríquez (2020) argues, “English teachers face the scarce motivation students have towards the English subject because they see it as an academic tool rarely used for communicating ideas or expressing thoughts, it produces low performance like A1 and A2 from CEFR in English” (p. 6).

4. Conclusions and Implications

As the main conclusions of the research work developed, it was found at the school that the assessment activities designed are connected to the basic learning rights. The high level of difficulty of some formative activities produces a limitation in the students. The misalignment involved in the students affects the teacher's motivation to use formative assessment activities to achieve the students' goals. The students are demotivated since they do not have the competence required to respond to the assessments.

This research paper is a future reference for new knowledge in the educational field. It is expected that through the results of this research work, it will be possible to invite the educational system to get involved to reduce this misalignment in public and private schools; also, to be aware about how the formative assessment process can be affected by this misalignment in their own educational context. Finally, it wants to encourage further research on teacher's motivation, since during this research it was identified that this directly affects student's motivation and the development of the class.

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