

“ASSESSMENT IN HIGHER EDUCATION TANDEM: A PROPOSAL”

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Traditionally in second language learning, language was understood as code, and the diverse languages of the world were understood as multiple codes, each of which could be analyzed into atomistic units that were subsequently brought together into larger units. Language was a means for expressing preexisting thought. Culture was viewed as a body of knowledge about culture (the history, geography, and literature of the speakers of the target language) that was subordinate to the language itself and necessarily removed from the experience of learners. In the languages curriculum, this understanding was presented as a prescriptive set of linguistic forms and structures and items of cultural knowledge that provided the substance and scope of learning and the "content" to be assessed.

(Angela Scarino, 2010: 326)

Diagrama de temas

Novedades

Cómo trabajar en tándem

Contiene información muy importante para todos los usuarios, tanto alumnos como tutores. Se recomienda encarecidamente su lectura completa.

Diario en PDF

Puede imprimir cuantas copias necesite de este documento. El alumno deberá completar un ejemplar de este documento para cada encuentro con su pareja y facilitarlo al tutor al menos **una vez a la semana**.

Diario en formato Word

Puede imprimir cuantas copias necesite de este documento. El alumno deberá completar un ejemplar de este documento para cada encuentro con su pareja y facilitarlo al tutor al menos **una vez a la semana**.

Niveles de idioma EEES

Tablas para la evaluación de las lenguas EEES

INFORMACIÓN EXCLUSIVA PARA EL PROFESORADO

Notas:

1. La sesión inicial de asesoramiento y nivel deberá realizarse en la **primera semana de marzo**.
2. Las encuestas de evaluación deberán ser remitidas a la Coordinación **antes del 10 de junio**.

1. Sesión Inicial de Asesoramiento y Nivel

Debe completarse con los objetivos del alumno.

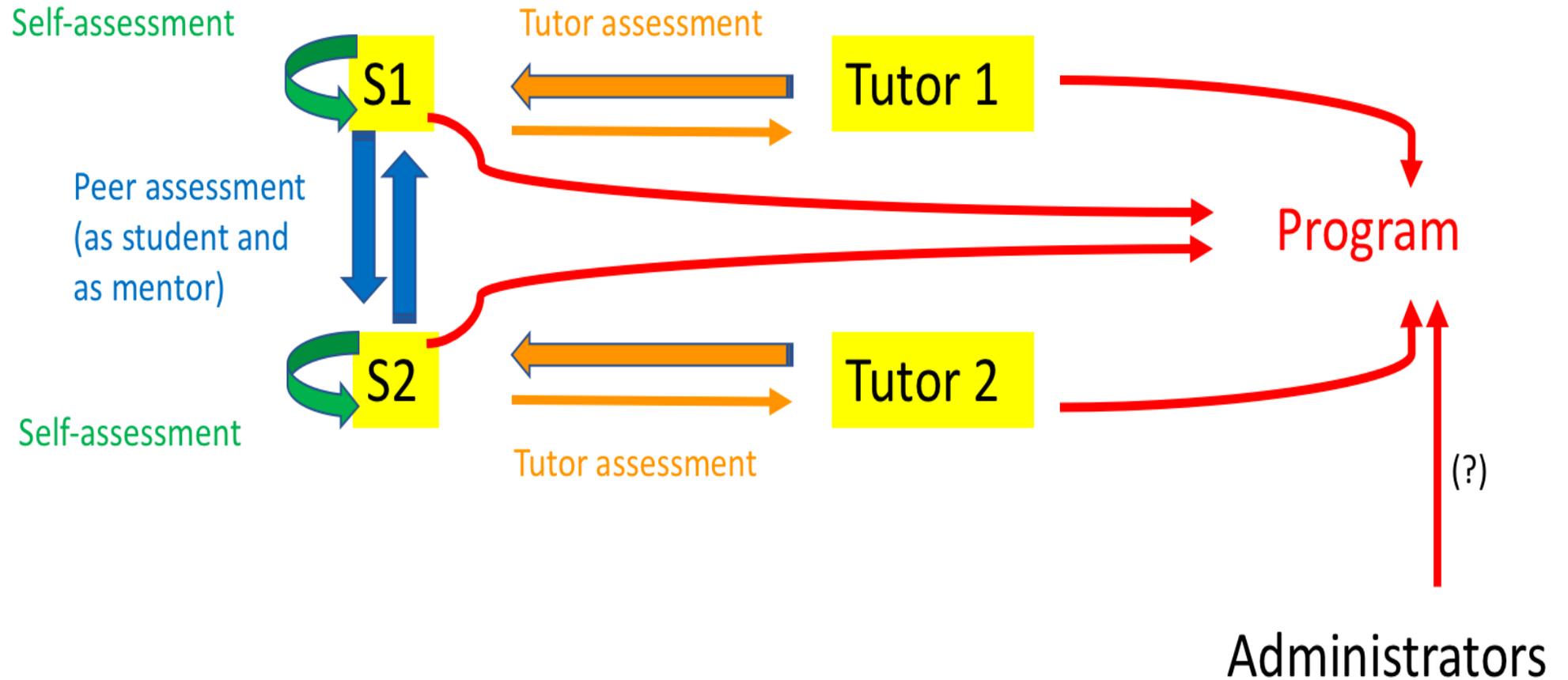
PREMISES

1. Assessment tools must be provided for all three participants (student, mentor, tutor) on equal grounds, as they all have a significant bearing on the learning process.
2. Assessment tools must be simple to handle (by student, mentor and tutor).
3. Assessment must respect autonomy.
4. Self-assessment must assess progress.
5. Assessment must respect parity.
6. Peer evaluation must assess progress, performance and involvement.
7. Peer assessment must warrant authenticity through anonymity.
8. Assessment must provide room for a specialist's "objective" point of view.
9. Tutor assessment must assess progress, performance and involvement.
10. Students must have a chance to assess the program (anonymously and independently from their self-, peer-, or tutor-assessments).

TOOLS

1. The initial “level and objectives sheet,”
2. The portfolio: which includes the “Diaries” and the “Tasks,”
3. The self-assessment, peer assessment and tutor assessment sheets,
4. The program “survey” sheet.
5. The tutor report sheet.

The assessment model



TÁNDEM

Portada ▶ Estudiantes ▶ TÁNDEM

ESTUDIANTES

Si no estás matriculado / nuevo ingreso

Si ya estás matriculado...

Estudiantes visitantes de la USE

Estudiantes de Máster, Doctorado y egresados

Delegación de alumnos y Aula de Cultura

Mediación, orientación, quejas y sugerencias

TÁNDEM

Apoyo al estudiante en el SIC

Otra información

OFERTA ACADÉMICA

MOVILIDAD NACIONAL E INTERNACIONAL

PROFESORADO Y PAS

Intercambio cultural y lingüístico: tándem

- ✓ ¿En qué consiste la metodología Tándem?
- ✓ ¿Qué tiene de especial frente a otros cursos de idiomas?
- ✓ ¿Dónde y cuándo son las clases?
- ✓ ¿Qué culturas e idiomas puedo estudiar?
- ✓ ¿Quién puede matricularse?
- ✓ ¿Cómo puedo preinscribirme y matricularme?
- ✓ ¿Dónde consigo el formulario de preinscripción?
- ✓ ¿Qué trabajo tengo que hacer?
- ✓ ¿Cómo se me evaluará?



1. The initial “level and objectives sheet”

Student

Tutor.....

1. Analysis of needs and record of objectives.

The student must identify his/her own objectives. The tutor’s role is to advise the student, not to impose or even suggest what and how they must learn.

The following table may help focus the analysis of needs and objectives, but the student may include his/her own.

Items	Priority
Vocabulary	
Sentence structure	
Accuracy (tense, idioms, etc.)	
Pronunciation	
Intonation	
Oral comprehension	
Reading comprehension	
Written expression	
Cultural knowledge	
Fluency	
Self-confidence	
Language learning techniques	
Strategies for autonomous learning (organization, planning, revision, etc.)	

Level and Objectives Sheet

Once the student has established his/her priorities and interests, he/she must be able to complete the table of objectives on the back of this page (adapted from Lesley Walker, “The Role of the Tandem Learner Diary in Supporting and Developing Learner Autonomy”).

From this point onwards, the tutor should suggest which learning techniques and resources may be most helpful for the student, who may use them as such or adapt them to his/her needs. The tutor simply advises.

2. The tutor must take notes of the student’s communicative skills and his/her linguistic and cultural knowledge. To that end, the tutor may use the MCERL and his/her own notes on cultural awareness and understanding so that they can be used for later assessment of the student’s progress. Page number 2 is useful to check progress and the fulfilment of objectives in the two tutorials planned to that end (midterm and final).

What would I like to be able to do?	When do I want to be able to do it?	What means will I use?	How often will I meet my partner to this end?	How do I plan to consolidate this learning?
1.				
2.				
3.				
4.				

To be completed by the tutor:
 Initial assessment of linguistic knowledge..... / cultural knowledge.....

2. The portfolio:
the “Diary”

Describe your cultural learning:

.....

.....

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2. The portfolio: the “Diary”

Consider individually:

1. What linguistic or cultural mistakes did my partner discuss? Was the discussion useful?
2. Did I learn what I had planned to learn?
3. What can I say about this particular meeting? Was it a profitable experience?
4. What do I think my partner learned from me?
5. To complete my objective, I think I still have to learn...
6. For next week I plan to learn...

If you wish, you can attach the material you used for this session (newspaper articles, web links, etc.)

2. The portfolio: the “Tasks”

Feria de abril

a Prepare the activity: before you go to the Fair.

Find material and documents about the Feria de Abril in Seville.

Read and organize the information.

Make a list of specific terminology and its possible translation.

■ *Themes for the conversation guide: history and origins of the Feria, its location within the city environs, date of celebration, the “Real” / site of the fair (structure, plan, street names, lighting, etc.), the setting up and the taking down of the “casetas”, the “caseta” members, hiring the plot, the bar, etc.*

Check with your partner that the information is correct.

b Development: make a visit to the Feria.

Visit the Feria and make a description of what you see there using the material you would have gathered while preparing the activity. Do not panic, many folk names and customs do not have a direct translation into English, but try to explain what they are and mean.

Compare the Feria with other popular festivals and celebrations within Spain or outside Spain, and especially with those held in your partner’s country.

Evaluate the event.

■ *Guided conversation themes: a day at the Feria, time schedules, horse parade, eating and drinking at the Feria, traditional costumes and accessories, music (sevillanas and flamenco) and dancing, other activities related to this fiesta such as bullfighting, raffles, fairground / funfair entertainment, the circus, etc.*

c Results: after the visit

Summarise the activity (use the information you had already acquired prior to the visit and the commentaries you made / received during the visit).

Gather together the key ideas that came up in your conversation about the Feria (you may use the guided conversation themes of section b).

Complete your list of specific vocabulary regarding this activity.

Revise your individual final work assignment with your partner.

3. The self-assessment plan

Assessing intercultural capability involves several dimensions:

- 1. Communicating (in speaking and writing) in the target language, in which students negotiate meaning through interpreting and using language in diverse contexts while interacting with people with diverse social, linguistic, and cultural life-worlds. The focus is on the accuracy, fluency, appropriateness, and complexity of language used in the exchange as well as on how students negotiate meaning in interaction and how they manage the variability demanded by the particular context of communication;**
- 2. Eliciting understanding of the way peoples' dynamic and ever-developing enculturation affects how they see and interpret the world, and interact and communicate; how the first language(s) and culture(s) come into play in exchanging meaning; and how they themselves and those with whom they communicate are already situated in their own language(s) and culture(s);**
- 3. Eliciting students' meta-awareness of the language-culture-meaning nexus in communicative interactions and their ability to analyze, explain, and elaborate their awareness;**
- 4. Positioning students as both language users (performers) and learners (analyzers).**

(Scarino, 2010: 328-29)

3. The peer assessment plan

2- Peer assessment: the student assesses mentor (90 points maximum)							
Linguistic progress		Very poor	Poor	Acceptable	Good	Excellent	= 30
1	Aural comprehension	1	2	3	4	5	
2	Vocabulary	1	2	3	4	5	
3	Pronunciation	1	2	3	4	5	
4	Grammatical correctness	1	2	3	4	5	
5	Communicative skills	1	2	3	4	5	
6	Written production	1	2	3	4	5	
Cultural progress		Very poor	Poor	Acceptable	Good	Excellent	x1,5= 30
7	Formal culture (content)	1	2	3	4	5	7.5
8	Experiential culture	1	2	3	4	5	7.5
9	Intercultural awareness	1	2	3	4	5	7.5
10	Intercultural capability	1	2	3	4	5	7.5
Autonomy and Parity		Very poor	Poor	Acceptable	Good	Excellent	= 30
11	Meetings and tasks completed	1	2	3	4	5	
12	Regularity	1	2	3	4	5	
13	Parity	1	2	3	4	5	
14	Interest and helpfulness	1	2	3	4	5	
15	Cooperation	1	2	3	4	5	
16	As mentor	1	2	3	4	5	
Suggestions		(no points)					

3. The tutor-assessment plan

3- Tutor assessment (90 points maximum = [1st meeting + 2nd meeting] / 2)									
Linguistic progress		Very poor	Poor	Acceptable	Good	Excellent	=	30	
1	Aural comprehension	1	2	3	4	5			
2	Vocabulary	1	2	3	4	5			
3	Pronunciation	1	2	3	4	5			
4	Grammatical correction	1	2	3	4	5			
5	Communicative skills	1	2	3	4	5			
6	Written production	1	2	3	4	5			
Cultural progress:		Very poor	Poor	Acceptable	Good	Excellent	x1,5=	30	
7	Formal Culture (content)	1	2	3	4	5	7.5		
8	Experiential culture	1	2	3	4	5	7.5		
9	Intercultural awareness	1	2	3	4	5	7.5		
10	Intercultural capability	1	2	3	4	5	7.5		
Autonomy and Parity		Very poor	Poor	Acceptable	Good	Excellent	=	30	
11	Meetings and tasks completed	1	2	3	4	5			
12	Regularity	1	2	3	4	5			
13	Parity	1	2	3	4	5			
14	Autonomy	1	2	3	4	5			
15	As mentor	1	2	3	4	5			
16	Fulfilment of objectives	1	2	3	4	5			
Suggestions		(no points)							

total: 270

3. Grading:

Lingustic progress (total):	Oral:	75
	Written:	15
Cultural progress (total):		90
Autonomy, participation ... (total):		90
	Total:	270



Assessment of language learning within an intercultural orientation needs to elicit students' knowledge of the target language and culture(s) and how to use it, recognizing that this will always be referenced to the language repertoire of students. In other words, assessment involves attending to knowledge as referenced, understood, appraised, and judged by the knower. It means foregrounding people as culturally variable in their interactions, their interpretations of meanings, their judgments, and their choices in the use of language.

(Scarino, 2010: 328).

▪ The self-assessment sheet (layout).



ASSESSMENT SHEETS— Semester:..... Year: 20....-20....



I. Self-assessment (90 points / 270)

Full Name: Date:/...../.....

		Very Poor	Poor	Acceptable	Good	Excellent
1.	Do I understand my partner and other native speakers of my target language better now than before?	<input type="radio"/>				
2.	Can I use more vocabulary now than before?	<input type="radio"/>				
3.	Did I improve my pronunciation and intonation?	<input type="radio"/>				
4.	Do I speak more accurately than before? Is my grammar better?	<input type="radio"/>				
5.	When I speak, does my partner or do other native speakers understand me better now than before?	<input type="radio"/>				
6.	And when I write, do I do it better than before? Did I improve my ability to say what I really want to communicate?	<input type="radio"/>				
7.	Did I learn about politics, fashion, art, music,					



■ The self-assessment sheet.

1. Do I understand my partner and other native speakers of my target language better now than before?
2. Can I use more vocabulary now than before?
3. Did I improve my pronunciation and intonation?
4. Do I speak more accurately than before? Is my grammar better?
5. When I speak, does my partner or do other native speakers understand me better now than before?
6. And when I write, do I do it better than before? Did I improve my ability to say what I really want to communicate?
7. Did I learn about politics, fashion, art, music, education, cooking, entertainment, etc., or about social intercourse in the country or countries where my target language is spoken?
8. Did I learn about my partner's way of thinking, living or expressing those experiences?
9. Am I now more aware of new similitudes and differences between my partner's culture and mine? Did I get rid of any wrong clichés I might have had?
10. Can I use that cultural knowledge to communicate better?
11. Did I complete the required number of meetings and tasks for the activity?
12. Did I meet my partner regularly?
13. Did I respect parity and peer collaboration? That is, did we divide the time allotted to each language and the turns equally?
14. Did I use in later meetings what I had learnt earlier to consolidate it?
15. As mentor, did I speak naturally in my mother tongue and did I answer my partner's doubts reasonably?
16. In general, did I achieve the goals I had planned on my first meeting with my tutor?

■ The peer assessment sheet.

1. Does your partner understand you better now than before?
2. Is your partner able to use more vocabulary now than before?
3. Has your partner improved his/her pronunciation and intonation?
4. Does your partner speak more accurately now than before? Is his/her grammar better?
5. When your partner speaks, do you understand him/her better than when you started the tandem activity?
6. And when your partner writes, has he/she improved his ability to communicate what he/she wants to say?
7. Has your partner learnt about your country's politics, fashion, art, music, education, cooking, or about social intercourse and entertainment in your country?
8. Has your partner learn about the way people in your culture think, live and express your experiences?
9. Is your partner more aware now of the similitudes and differences between his/her culture and yours? Did he/she get rid of any wrong clichés he/she might have had?
10. Can your partner use that cultural knowledge to communicate better?
11. Did your partner help you complete the required number of hours and tasks for the tandem activity?
12. Did you meet regularly? Or did you leave all meeting for the last minute?
13. Did your partner allow you to use the same amount of time for your target language as he/she used for his/hers?
14. Did your partner show interest in completing the activity more than satisfactorily and has he/she shown good will to teach you? For instance, has he/she suggested additional means (perhaps the use of chat, or video-chat) or any other techniques or devices (such as games, or extra activities) to make the meetings more dynamic and attractive?
15. Has your partner actively and positively cooperated in all the activities? Has he/she been helpful to cover all the requirements?
16. We know your partner is not a professional language teacher, but has he/she been a good mentor? That is, has s/he respected the principles of autonomy, has s/he shifted roles as student and mentor, has s/he annotated the mistakes discussed your mistakes systematically (perhaps at the end of every session), trying to satisfy you needs?
17. What will you suggest to your partner to improve his/her knowledge about your language and culture? (no punctuation)

- The tutor assessment sheet.

(First meeting: midterm; Check this against the initial “level and objectives” sheet)

1. Has the student improved his/her aural comprehension?
2. Enriched his/her vocabulary?
3. Made progress in pronunciation and intonation?
4. Improved grammatical correctness?
5. Enhanced fluency in oral communication?
6. Is his/her written production any better now?
7. Has s/he provided evidence that s/he has learned about politics, fashion, art, music, education, cooking, entertainment, culture in general, and his/her partner's way of social intercourse?
8. Has s/he learnt about the way people think, live, and express those experiences in his/her target culture?
9. Has s/he become aware of new similarities and differences between his/her culture and his/her partner's?
10. Can s/he use that cultural knowledge to communicate better now?
11. Did s/he cover the required number of hours for the meetings and the tasks and activities for this first half of the program (a minimum of 12 hours)?
12. Was s/he regular in his/her meetings and in his/her work? Or did s/he leave everything until the last minute?
13. Do you have evidence that s/he cooperated actively and positively with his/her partner?
14. Was s/he autonomous in his/her learning? Did s/he take the initiative when necessary?
15. Do you think s/he has shown interest and good will to complete the tandem activity?
16. In general, did s/he achieve the objectives projected at the first meeting?
17. What will you suggest to the student to improve his/her knowledge about his/her target language and culture? (no punctuation)

- The tutor assessment sheet.

(Second meeting: final; Check this against the level or punctuation given for the midterm)

1. Has the student improved his/her aural comprehension?
2. Enriched his/her vocabulary?
3. Made progress in pronunciation and intonation?
4. Improved grammatical correctness?
5. Enhanced fluency in oral communication?
6. Is his/her written production any better now?
7. Has s/he provided evidence that s/he has learned about politics, fashion, art, music, education, cooking, entertainment, culture in general, and his/her partner's way of social intercourse?
8. Has s/he learnt about the way people think, live, and express those experiences in his/her target culture?
9. Has s/he become aware of new similarities and differences between his/her culture and his/her partner's?
10. Can s/he use that cultural knowledge to communicate better now?
11. Did s/he cover the required number of hours for the meetings and the tasks and activities for this first half of the program (a minimum of 12 hours)?
12. Was s/he regular in his/her meetings and in his/her work? Or did s/he leave everything until the last minute?
13. Do you have evidence that s/he cooperated actively and positively with his/her partner?
14. Was s/he autonomous in his/her learning? Did s/he take the initiative when necessary?
15. Do you think s/he has shown interest and good will to complete the tandem activity?
16. In general, did s/he achieve the objectives projected at the first meeting?
17. What will you suggest to the student to improve his/her knowledge about his/her target language and culture? (no punctuation)

4. The program “survey” sheet.



ASSESSMENT SHEETS— Semester:..... Year: 20....-20....



Program Survey (anonymous /no points)

Please note: this survey is anonymous. Once completed, please put it inside an envelope, seal it, write “Tandem Program Survey” on it and send it to the coordinators.

1.	Your tutor was						
2.	Are you an Erasmus student?	(Yes / No)					
3.	Did you meet your tutor at the beginning of the program? Did he/she explain to you the details, assess your linguistic and cultural level and help you establish your general and specific objectives?	(Yes / No)					
			Very Poor	Poor	Acceptable	Good	Excellent
4.	When you needed a quick answer from your tutor, did you receive one via e-mail, phone, chat, etc.?	<input type="radio"/>					
5.	Was the advice useful?	<input type="radio"/>					
6.	Did you empathize with your tandem partner?	<input type="radio"/>					

4. The program “survey” sheet.

1. Your tutor was
2. Are you an Erasmus student? (yes/no)
3. Did you meet your tutor at the beginning of the program? Did he/she explain to you the details, assess your linguistic and cultural level and help you establish your general and specific objectives? (yes/no)
4. When you needed a quick answer from your tutor, did you receive one via e-mail, phone, chat, etc.?
5. Was the advice useful?
6. Did you empathize with your tandem partner?
7. Was it possible to find appropriate locations and times for you and your partner?
8. Was your linguistic and cultural level balanced with your partner's?
9. In general, I am satisfied with my progress in the tandem activity.
10. In general, I am satisfied with my tandem partner.
11. In general, I am satisfied with my tutor.
12. The activity is acceptably advertised and the information is complete, clear, accessible, and coherent with the development of the activity.
13. I had all the necessary information about the activity from the very beginning.
14. The content of the activity fits the objectives it proposes.
15. The Tasks are helpful for the fulfillment of the objectives and stimulate participation.
16. The Diaries are also helpful for the fulfillment of the objectives and for self-assessment.
17. I was informed about the assessment method and criteria and they correspond with the rubrics.
18. In general, I am satisfied with the activity.

5. The Tutor Report sheet.



Tutor report sheet

Semester Year

Tutor:

Additional information about student

1. How was the student's relationship with his/her partner?

- Very Poor Poor Acceptable Good Excellent

Commentary.....

.....

2. Do you happen to know if they keep in touch once the activity is finished?

- Yes, they keep in touch No I don't know

3. Your relationship with your student was

- Very Poor Poor Acceptable Good Excellent

Commentary.....

.....



PREMISES

1. Assessment tools must be provided for all three participants (student, mentor, tutor) on equal grounds, as they all have the same bearing on the final grade.
 - 3 assessment sheets, 90 points each.
2. Assessment tools must be easy to handle (by student, mentor and tutor).
 - Survey-like questions and easy 1-5 punctuation choice.
3. Assessment must respect autonomy.
 - There is a self-assessment sheet, but all 3 sheets assess autonomy in approximately 10 points each: autonomy is self-, peer- and tutor-assessed for a total of 80 points.
4. Self-assessment must assess progress.
 - Survey questions require the evaluator to consider this. The initial objectives sheet provides help.
5. Assessment must respect parity.
 - There is a peer assessment sheet.

PREMISES

6. Peer evaluation must assess progress, performance and involvement.
 - **It does.**
7. Peer assessment must warrant authenticity through anonymity.
 - **The student can retrieve the final grade, not the individual ones provided by mentor and tutor. The student can only see their suggestions for improvement (item 17).**
8. Assessment must provide room for a specialist's "objective" point of view.
 - **There is a tutor assessment sheet.**
9. Tutor assessment must assess progress, performance and involvement.
 - **The assessment sheet is designed so.**
10. Students must have a chance to assess the program (anonymously and independently from their self-, peer-, or tutor-assessments).
 - **There is a program survey sheet.**

RESULTS (?)

- Difficulties: no digital platform to help us with assessment.
- Many students (off-campus) declined the extra effort to turn in their assessments on paper.
- Grades do not differ from previous, tutor-only assessed editions of the program.

Statistics

School Year	2009-10		2010-11		2011-12		2012-13		2013-14		2014-15		2015-16		2016-17	
Semester	S1	S2	S1	S2	S1	S2	S1	S2	S1	S2	S1	S2	S1	S2	S1	S2
<u>Applications</u>	132		149		149		93		116		63+144		159+61		123+66	
<u>Registered</u>	74		110		114		78		50		58		98			
			62	48	60	54	42	36	26	24	12	46	64	34	22	
F	1		1		3		0		0		0		1			
			0	1	2	1	0	0	0	0	0	0	1	0	0	
C	11		14		13		12		4		1		6			
			10	4	8	5	8	4	3	1	0	1	5	1	2	
B	31		30		32		23		23		16		24			
			16	14	22	10	14	9	14	9	6	10	13	11	4	
A	16		30		33		14		6		21		29			
			20	19	18	15	8	6	4	2	5	16	13	16	6	
<u>Total assessed</u>	59		84		81		49		33		38		52			
			46	38	50	31	30	19	21	12	11	27	24	28	12	
<u>Do not demand credits</u>	5		4		33		14		11		10		2			
			4	0	10	23	8	5	3	8	1	9	2	2	8	
<u>Dropped</u>	10		22		0		15		6		10		12			
			12	10	0	0	4	12	2	4	0	10	6	4	2	
<u>Program assessment /10</u>	8,2		8,35		8,5		7,7		8,35		8,4		8,5			
			8,4	8,3	8,6	8,4	7,5	7,9	7,7	9	8,2	8,4	8,4	8,6	8,3	

	Program assessment (S1-2016-17)	Sum	%
1.	Tu tutor/a ha sido		
2.	¿Eres alumno/a Erasmus?		
3.	¿Te has encontrado con tu tutor/a en una reunión inicial para explicarte el procedimiento tándem, para evaluar tu nivel y para fijar conjuntamente los objetivos generales y específicos de la actividad?	13	100,00
4.	Cuando has necesitado una respuesta a distancia de tu tutor/a ¿has recibido una respuesta ágil (por correo electrónico, teléfono, chat, etc.)?	59	90,77
5.	¿El asesoramiento ha sido satisfactorio?	56	86,15
6.	¿Has tenido empatía con tu pareja tándem?	55	84,62
7.	¿Ha sido posible localizar espacios apropiados y un horario adecuado o satisfactorio para tu pareja y para ti?	56	86,15
8.	¿Estaban los niveles de lengua y de conocimientos culturales de tu pareja y el tuyo equilibrados?	49	75,38
9.	En general, estoy satisfecho/a con mi aprendizaje en la actividad tándem.	60	92,31
10.	En general, estoy satisfecho/a con mi pareja tándem.	59	90,77
11.	En general, estoy satisfecho/a con mi tutor/a.	61	93,85
12.	La publicidad de la actividad es amplia, y la información sobre ella es accesible, clara y acorde con lo desarrollado en el curso de la misma.	45	69,23
13.	Desde un primer momento he dispuesto de información precisa sobre los términos de desarrollo de la actividad.	44	67,69
14.	El contenido de la actividad se ajusta a los objetivos fijados para la misma.	47	72,31
15.	Las tareas establecidas para el desarrollo de la actividad facilitan el cumplimiento del objetivo y estimulan la participación en los encuentros.	39	60,00
16.	Los medios de seguimiento establecidos o sugeridos (como el portafolios o el diario) facilitan el desarrollo de los objetivos y la autoevaluación permanente.	38	58,46
17.	He conocido los criterios y métodos de evaluación y se corresponden con los contenidos desarrollados.	51	78,46
18.	En general, estoy satisfecho/a con el planteamiento general de la actividad.	54	83,08



CONCLUSIONS

- The proposal is balanced (it interrelates autonomy, reciprocity and external assessment).
- It seems acceptably logical (neither students nor tutors have complained so far ...).
- If acceptable, it may work as a starting point to design a fairly homogeneous assessment system for HE and Secondary Schools.
- Such a common ground may help us persuade authorities and administrators to recognize tandem as a valuable language and cultural learning method worth establishing in public schools and universities.

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