ABSTRACT
This paper describes a novel method of assessment, which is being tested in the subject “Basic Computer Science.” This subject is given in the first year of the Computer Science and Engineering course, at the University of Alicante. This method consists in including the students in the assessment process [1] of their own work, through crossed reviews where the students identify possible improvements in their classmates’ work that can be performed in the successive deliveries of the same work.

Categories and Subject Descriptors
5801.05 Experimental Pedagogy.
5801.06 Pupil And Student Assessment.
5801.08 Programmed Instruction.
1203.10 Computer-Assisted Instruction.

General Terms
Management, measurement, experimentation, verification.

Keywords
Collaborative learning, student engagement, evaluation, monitoring, assessment.

1. INTRODUCTION
Our process (see Figure 1) consists in involving students in the subject, guiding them through the continuous assessment process, where the learning of their classmates will depend largely on the implication and the commitment of every student [2], when they perform the critical review of the assigned works.

The final assessment is the result of the overall effort that everybody has made to improve the same work in the successive deliveries.

2. PROCESS
The above-mentioned process of continued assessment begins in the classroom, where the students are taught by the teacher with the knowledge that is necessary to perform the tasks in the work. The exercises [3] are proposed during the class and the students are informed about the delivery periods and other useful information.

3. CONCLUSIONS
Each participant in our assessment process must carry out three deliveries about his personal work for each item, and must correct three works from their classmates (two times).

We increase the student motivation to change their learning method by stimulating them and involving them in their learning progress. It is fundamental to generate an engaged attitude in the students towards their formation. Here, the students are working with the subject every day, so they don’t leave the subject till to the exams period.

This method improves the class development too; it facilitates the assimilation of basic concepts, which are requirements for the next themes.

4. REFERENCES