



# Abstracts del Programma Principale

## 1. **Monica Barni** Università per Stranieri di Siena

### **PLENARIA - L'italiano L2 e la valutazione autentica**

Il presente contributo prende spunto da una riflessione critica sull'utilizzo dell'aggettivo *autentico* per indicare il processo di valutazione formativa, che si riferisce e origina dal contesto classe, da un rapporto diretto e continuo fra insegnante e studenti. Se inserito nella sua serie paradigmatica, tale utilizzo può far dedurre che ogni altro tipo di valutazione sia invece 'non autentica' e quindi 'falsa', non in grado di fornire le informazioni necessarie per un'adeguata descrizione dell'oggetto che si intende sottoporre a valutazione, cioè la competenza linguistico-comunicativa. Anzi, l'utilizzo dell'aggettivo *autentico* legato a questo tipo di valutazione sovverte completamente quello che comunemente si ritiene, cioè che l'unica tipologia di valutazione 'vera' sia quella di tipo certificatorio, in quanto percepita come più valida e affidabile, più "accountable" (Davies 2008), in quanto più capace di dare sicurezza ai suoi utenti riguardo alla affidabilità delle informazioni da essa fornita.

Tale approccio alla definizione del processo di valutazione ci sembra inappropriato e sembra derivare da quella che più volte abbiamo ricordato come carenza di una 'cultura della valutazione', soprattutto in Italia (Barni in stampa). Tale carenza porta appunto, in particolare a livello istituzionale e normativo, a confondere ed a utilizzare indifferentemente in modo improprio come contrapposti diversi processi e procedure di valutazione come la 'valutazione autentica o formativa' e la 'valutazione certificatoria'. In realtà tali processi e procedure non possono essere contrapposti o utilizzabili indifferentemente, ma rispondono a funzioni totalmente diverse. Può essere 'non autentica' e 'falsa' la valutazione formativa e può esserlo parimenti la valutazione certificatoria. Ma la valutazione certificatoria non può e non deve nascere dal contesto classe e non può sostituirsi alla valutazione formativa, perché diversi sono i suoi presupposti, i suoi scopi, le indicazioni che da essa si possono ricavare, pena il rischio di un impatto negativo anche sul sistema educativo (v., fra gli innumerevoli altri contributi, Menken 2008).

A nostro avviso è quindi necessaria una riflessione sul ruolo della valutazione della competenza linguistico-comunicativa, a partire dai suoi requisiti e dalle sue funzioni, fino ai suoi fondamenti etici, alle sue conseguenze, e al suo utilizzo a fini politici, al fine di fornire a tutti coloro che sono coinvolti nel e dal processo di valutazione indicazioni e strumenti per operare criticamente e consapevolmente delle scelte e per veder garantiti i propri diritti.

Proprio partendo da questa auspicata riflessione, vedremo che la valutazione formativa è un processo necessario, che non si risolve, come spesso si ritiene, nella semplice osservazione della classe e nella formulazione di un giudizio dal parte dell'insegnante, soggettivo e quindi inaffidabile. L'analisi delle esperienze che in altri contesti educativi sono state realizzate (Shohamy 2001; Leung & Rea-Dickins 2007; Rea-Dickins 2007a e b, 2008) ci guiderà a riconoscere alla valutazione formativa il ruolo e la funzione che le competono, e a riconoscere la sua potenziale affidabilità.

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## LABORATORIO

Durante il workshop sarà approfondita la riflessione sul processo di valutazione formativa. Vedremo quali decisioni un insegnante è chiamato a prendere per progettare strumenti di valutazione basati sulla classe, con particolare riferimento alla valutazione della competenza in italiano L2 di studenti di origine straniera inseriti nel sistema scolastico. Si discuterà del duplice ruolo degli insegnanti: valutatori del profitto nel curriculum scolastico e facilitatori del processo di insegnamento linguistico e della loro responsabilità. L'analisi delle esperienze realizzate in altri contesti educativi ci guiderà a individuare le condizioni da rispettare al fine di rendere affidabile la valutazione formativa. A questo scopo ci saranno di aiuto le *Linee guida EALTA per incentivare le buone pratiche nel testing e nella valutazione linguistica* ([www.ealta.eu.org](http://www.ealta.eu.org)).

## 2. Jim Cummins OISE Toronto

### PLENARIA - Authentic Assessment of Language Teaching as a Component of Whole-School Language Policy

A number of questions need to be addressed in designing policies for formative and summative assessment of students' foreign or second language skills. These include:

- *What* is being assessed? What assumptions are being made about what constitutes "language proficiency"? How are these assumptions reflected in the emphasis placed on different language skills (e.g., speaking, listening, reading, and writing) in the curriculum and in the sequence in which these skills are taught?
- What is the impact of summative assessment on formative assessment? If the final test or examination for a particular course focuses on written language (e.g., paper and pencil tests of vocabulary, grammar, reading, writing), to what extent will formative assessment pay attention to the development of speaking and listening skills?
- *Who* is doing the assessing? Obviously the classroom teacher will play a dominant role in most forms of formative assessment, but should students also be involved actively as partners in the assessment process? How can self-assessment by students be integrated into a broader pedagogical philosophy of self-regulated learning?
- How does the pedagogical orientation operating in the language teaching classroom affect the possibilities for formative assessment? Formative assessment in transmission-oriented classrooms can only assess the effectiveness with which students have learned the transmitted content; however, in classrooms oriented to social constructivist or transformative pedagogies, formative assessment is likely to have much more to work with—for example, the quality of inquiry in student projects using the target language, etc.

These and other questions highlight the fact that policies related to formative or authentic assessment cannot be considered in isolation. They are part of a broader constellation of school policies related to pedagogy, technology, parent/community involvement, and language use across the curriculum. A framework for school-based language policy development, including assessment policies, will be presented and discussed.

### LABORATORIO - Rethinking Authentic Assessment in the Context of School-based Language Policy

The workshops will pick up the themes discussed in the keynote presentation. Specifically, participants will be engaged in examining the assumptions about language teaching and language assessment that characterize their own school contexts. They will use the "Pedagogies of Choice" school improvement framework (discussed in the keynote presentation) as a starting point to articulate directions for instructional and assessment policies that can be applied in their own school contexts. In addition to a focus on instruction and assessment, particular attention will be paid to the "Tools" component of this framework in order to examine the potential of certain kinds of technology tools to promote self-regulated learning of foreign and second languages. One such tool, *e-Lective Language Learning*, designed by Sotirios Chascas and Jim Cummins, will be presented as an example of how authentic assessment can be seamlessly integrated into self-regulated learning in an electronic learning environment.

### **3. Teresa Maria Hernández González** Concordia University, Canada (supportata da British Council Spain)

#### **PLENARIA - “¿Nuevos métodos de enseñanza? ¡Nuevas formas de aprender!”**

Más que nunca, el conocimiento y las habilidades que nuestro alumnado necesita para triunfar en nuestras sociedades modernas se encuentran fuera de nuestros centros educativos. Sin embargo, nosotros y nosotras, profesores y profesoras, tenemos un papel muy importante y esencial: enseñar cómo aprender y evaluar lo aprendido. “Evaluar para Aprender” conecta ambos aspectos y nos devuelve al lugar importante que nos corresponde como garantes de la educación de un país.

Los principios y prácticas englobadas dentro de “Evaluar para Aprender”, en contraposición a “evaluación de lo aprendido”, nos proveen de las herramientas para crear los entornos de aprendizaje necesarios que permitan formar alumnos y alumnas independientes y eficaces. Con la inclusión de “evaluar para Aprender”, nuestro alumnado aprende a planificar su aprendizaje, a evaluarlo, a buscar y manejar información, a responsabilizarse de su proceso de aprendizaje y a formar parte de los procesos de sus compañeros y compañeras. Sobre todo, “Evaluar para Aprender” permite una concepción de la educación como un proceso inacabable que pertenece a y es controlado por cada alumno y alumna. Esta perspectiva permite que el profesorado podamos ocupar un lugar más agradable donde seamos expertos y guía en lo que mejor sabemos hacer, aprender y evaluar.

#### **“New teaching? New learning!”**

More than ever before, the knowledge and skills that our students need to succeed in modern societies are mainly outside the school curriculums. Nevertheless, we teachers have one role that seems to be important and essential... we teach how to learn and we assess that learning. Assessment for Learning successfully connects both roles. The principles and practice involved in Assessment **for** Learning (AfL) as opposed to simply Assessment **of** Learning provide tools which enable us to create the appropriate learning contexts and meet the objectives of developing independent and efficient learners.

Within the Spanish Ministry of Education and British Council Project in Spain, since 1996, children in state primary schools have been successfully studying a bilingual Spanish/English curriculum. Lately the AfL principles have been successfully applied in some of those schools. Our students learn how to plan, select and manage information, as well as, to assess themselves and others. They learn, most of all, to view education as a never-ending process that they own and control. This perspective leaves teachers at a more satisfying place in which they are the experts and helpers of what we know best, learning and assessing!

#### **LABORATORIO - Ideas prácticas y sencillas para incluir “Evaluar para Aprender” en nuestras clases.**

Los profesores y profesoras sabemos que, hoy en día, no es suficiente con transmitir una información a nuestro alumnado y esperar que puedan recordarla en el momento de la evaluación, incluso si este proceso se hace en una segunda lengua diferente a la materna. Para poder preparar al alumnado para la sociedad en la que vivimos, es necesario enseñarle a cooperar, a encontrar información e usarla de manera apropiada, a razonar, a solucionar problemas, y a estructurar y evaluar su propio aprendizaje. Las técnicas de “Evaluar para Aprender” permiten, de manera sencilla, incluir estos objetivos sin desatender los demás contenidos de cada materia y proveen de una motivación extra para el uso de una segunda lengua en el aula.

En este taller, vamos a llevar a cabo actividades donde los profesores y profesoras participantes puedan experimentar qué es “Evaluar para Aprender”. Tendremos la oportunidad de mostrar y practicar algunas técnicas para que “Evaluar para Aprender” forme parte de nuestra labor educativa en una segunda lengua (español). Las actividades desarrolladas en este taller, tendrán por objetivo motivar preguntas y debates que nos ayuden a analizar puntos claves para la aplicación de estas técnicas. Cada participante podrá recopilar muchos pequeños trucos y sugerencias y compartir los que ya pueda haber usado con anterioridad. Para participar en este taller, es importante traer mucha energía positiva y un inagotable deseo de mejorar en nuestra labor educativa.

#### **“Assessment for Learning. Practical hints to add it to our teaching/learning practice.”**

Teachers know that helping pupils to recall classroom information is not enough, not even if this is done in a Second Language. We need to help our children to be able to cooperate with each other, find and use information, reason and solve problems, structure their learning. Within the Spanish Ministry of Education and British Council Project in Spain established in 1996, children in state primary schools have been successfully studying a bilingual Spanish/English curriculum. The last few years, we have been implementing AfL techniques with great results.

We will carry out activities in which teachers can obtain a hands-on experience regarding Assessment for Learning (AfL). We will have the opportunity to see and practice some techniques and analyze key points for implementing AfL in the day-by-day teaching. The activities we will carry out aim to foster questions and debates that will enrich the application of those techniques into our classrooms. You will be able to compile many small tricks and suggestions. Make sure you bring all your positive energy and desire for excellence in teaching!

#### **4. Petra Köhler** Zentralstelle für Auslandsschulwesen, Köln

##### **PLENARIA - Forderungen, Wünsche, Realität –individuelles Lernen und authentische Bewertung in Lehrplänen und Schulwirklichkeit**

Autonomes Lernen, Individuation, Eigenverantwortung, Differenzierung sind Schlüsselwörter, die besonders seit der 1. Pisastudie in Deutschland in allen Bundesländern zu weitreichenden Reformen der Lehrpläne und der Leistungsmessung geführt haben. Dies gilt für alle Altersstufen und Schularten und für jegliche Art von Bewertung von der Kontrolle der Hausaufgaben bis zur Änderung der Abitursprüfungen. Lehrer, Eltern und zum Teil sogar die Schüler sind aber die alten.

Wie stellen sich die einzelnen Bundesländer der Aufgabe, dem Leistungspotential ihrer SchülerInnen gerecht zu werden? Welche Auswirkungen haben diese Vorgaben und wie werden sie angenommen und umgesetzt? Anhand exemplarischer Beispiele aus Berlin, Sachsen und Baden-Württemberg soll Anstoß zu weiteren Überlegungen gegeben werden.

In Berlin gibt es den flexiblen Einstieg in das Schulleben eingeführt, indem es Kindern die Möglichkeit gibt, bis zu 3 Jahre dem individuellen Lerntempo oder den sozialen Voraussetzungen entsprechend zu lernen. Ist das der Schlüssel sowohl für die Eliteförderung als auch zur Integration der Kinder mit nichtdeutscher Muttersprache? Welche Anforderungen stellt das an Lehrer, Schüler und Eltern?

Sachsen hat mit die besten Ergebnisse der Pisastudien und musste, wie alle neuen Bundesländer völlig umdenken nach dem Fall der Mauer und bekam neue Lehrpläne. Patentlösung :Bereit für einen Neuanfang?

Baden-Württemberg setzt auf Rückkehr zu den Traditionen in Kombination mit Leistungsorientierung und Kreativität. Mehr fordern bringt auch mehr Leistung?

##### **LABORATORIO - Beobachtung schulen, Bewertung akzeptieren**

Das traditionelle Bild von Schule und Unterricht ist bei SchülerInnen und LehrerInnen, dass der Unterricht so abläuft, dass der Lehrer den SchülerInnen etwas beibringt, was sie nicht wissen und was er/sie später bei den Leistungskontrollen wieder hervorholen müssen. Im Workshop wollen wir anhand von Fallbeispielen (z.B. „Sprecht einfach!“, „Stadt als Schule“, Projektarbeit Literatur im Fremdsprachenunterricht, Statistik – nur was für Spezialisten?“) die Möglichkeiten und Grenzen erfahren und diskutieren, die Schüler und Lehrer beim Umstellen von Lehr- und Lernmethoden und deren Bewertung haben. Welche Faktoren gilt es bei den Schülern zu berücksichtigen? Wer bewertet wen auf welcher Grundlage? Welche Rolle kann ich mir als Lehrer zumuten? Wie bringe ich formale Anforderungen des Lehrplans und neue Lernansätze in Einklang?

Theoretische Ansätze und praktische Erfahrungen werden sich ergänzen.

## 5. Viljo Kohonen, Tampere Iliopisto

### **PLENARIA - Autonomy, authenticity and agency in language education: mapping the terrain of authentic assessment**

Autonomy refers to a basic human disposition for becoming a self-determined individual and an active participant in social communities. It is a *self-actualizing* tendency towards maintaining and enhancing oneself as a human being. It can be seen as *competence* that involves knowledge, attitudinal dispositions and the ability to develop self-determination, social responsibility and critical awareness.

While *authenticity* has been traditionally connected with learning materials in language teaching, the notion needs to be seen as a far more multifaceted phenomenon. It also refers to the extent to which the pupil has an active, participatory role and is able to exercise *agency* in the learning process, being the one who acts, does or experiences. It is also a question of personal encounter in the classroom: being seen and listened to as one's own self, and finding one's identity and "voice" as a language user and as an intercultural actor.

By *authentic assessment*, I mean evaluation as an integral part of the whole process of learning. It includes two intertwined and complementary perspectives, which I see as the two sides of the pedagogical "coin": A) *process evaluation*, focusing the relevant properties of learning to learn and learning to use the target language, and developing as an intercultural language user and social actor. B) *product evaluation*, using agreed-upon criteria of language proficiency, such as the Council of Europe's common reference *levels of competence* (CEFR 2001, 24–27), or any other set of well-defined criteria used locally, regionally or nationally.

Authentic assessment is thus a question of evaluation both *for* and *of* learning. It involves reflective self and peer-assessment as an inherent component aimed at increasing the participants' understanding of the learning processes. The development of pupil autonomy depends crucially on reflection and self-assessment. Working on these challenges, it is also necessary for the language teachers to develop new professional understandings and skills for *mediating* the new concepts to their pupils/students in pedagogically purposeful ways. This entails the need for a new kind of interactive, dialogical and collaborative culture in learning institutions, encouraging the participants' contextual understanding of the educational processes. I will map the educational terrain of these views in more detail in my presentation.

### **LABORATORIO - Promoting autonomy, authenticity and reflection in language education – developing authentic evaluation, with reference to portfolio-oriented learning**

My point of departure is that any innovative movement in pedagogy easily remains a kind of "utopian dream" unless two conditions are explicitly met in educational practice: a coherent *theoretical framework* and appropriate pedagogical *tools* for the participants. The *Common European Framework of Reference* (CEFR 2001) provides such a comprehensive theoretical approach with clearly defined concepts. It suggests an *action-oriented* view of intercultural communication based on the language user's underlying existential competence whereby the language user is seen as a whole person and a social actor. The CEFR proposes the principles of *intercultural communicative competence*, socially responsible autonomy, ownership of learning, reflective learning and self-assessment as the central goals for enhancing language education in multilingual and multicultural Europe (and obviously beyond).

Such goals and principles have been globally incorporated in the regional/national language curricula, according to the traditions, priorities and available resources. The *European Language Portfolio (ELP)*, being explicitly based on the above principles, offers a significant *pedagogical tool* for fostering foreign language education in terms of both the learning contents and processes, and the outcomes. It has two educational functions: (1) the *pedagogic* function to guide and support the learner in the process of language learning, and (2) the *reporting* function, to record proficiency in languages. The distinction between these functions is vital for understanding the potential of the ELP (or any other resource) for enhancing FL teaching, learning and evaluation.

The above principles can be seen as a long-term *educational agenda* for developing language teaching in the local/regional contexts and syllabuses. I will, however, use the ELP as an example of a viable pedagogical resource, based on ongoing research in Finland (and elsewhere in Europe). I will explore with the participants the potential of authentic assessment for promoting pupil autonomy and ownership in FL education. The language teacher has a crucial role in facilitating the pupils/students to understand the goals of autonomy and develop an engagement to

self-directed learning, in a community of language users.

## **6. Marie-Thérèse Medjadji, Ministero dell'Istruzione, Parigi** (supportata da BCLA)

### **PLENARIA - Evaluation authentique et nouveaux programmes de langues vivantes français.**

La qualité de l'évaluation est l'un des axes majeur de réflexion des nouveaux programmes de langues vivantes français qui ont intégré les apports du Cadre Européen Commun de Référence pour les Langues (CECRL). Ils sont le fruit d'une réflexion inter-langues et concernent l'allemand, l'anglais, l'arabe, le chinois, l'espagnol, l'hébreu, l'italien, le japonais, le portugais et le russe.

L'évaluation authentique n'apparaît pas de façon explicite (en tant que type d'évaluation spécifiquement identifiée) dans ces programmes contrairement à l'évaluation diagnostique, formative et sommative. En revanche si elle n'est pas nommée, l'évaluation authentique est présente à travers l'évaluation dite positive, l'évaluation de la performance, les implications de l'approche actionnelle retenue pour l'enseignement (mise en oeuvre de projets et évaluation par le biais de tâches) et l'encouragement pour les élèves, à l'autoévaluation ainsi qu'à l'inter-évaluation.

Outre ces différents aspects, on examinera les implications pédagogiques et didactiques d'une évaluation ainsi conçue (place et rôle du professeur, gestion de classe, différenciation pédagogique, démarche d'entraînement et construction de compétences...) ainsi que les modalités susceptibles d'en favoriser l'intégration dans les pratiques des enseignants. On présentera également quelques exemples de mise en oeuvre et d'outils utilisés: outils proposés dans les documents d'accompagnement des programmes ou élaborés par des professeurs dans leur établissement. On fera le point notamment sur la place et le rôle du Portfolio. Pour finir on tentera d'esquisser un premier bilan de l'impact de cette nouvelle approche sur les pratiques de classe, bilan tout relatif en raison du faible recul, les programmes n'étant entrés en vigueur qu'à la rentrée 2006.

### **LABORATORIO - L'évaluation au service des apprentissages**

La réflexion prendra appui sur deux parcours d'apprentissage, l'un concernant le collège et l'autre le lycée. A partir de ces exemples et de l'expérience des participants on réfléchira au rôle du projet et des tâches qui rythment le parcours et donnent sens aux apprentissages et à l'évaluation.

A partir de l'analyse des exemples proposés, l'atelier s'attachera plus particulièrement aux différents aspects de l'évaluation authentique et aux démarches correspondantes:

comment mettre en oeuvre une évaluation positive et critériée? Quels outils et quelles procédures? Que veut dire évaluer la performance? Evaluer par le biais de tâches? Comment intégrer l'évaluation au parcours d'apprentissage sans pour autant passer son temps à évaluer? A quels moments interviennent et quelles formes peuvent prendre l'autoévaluation et l'inter-évaluation? L'évaluation «contractualisée»: une solution pour développer l'autonomie de l'élève et son implication?

## **7. Maria Piscitelli, LEND Firenze**

### **PLENARIA - Pedagogia autentica e valutazione educativa nella lingua italiana**

Negli ultimi venti anni si è aperto un interessante dibattito sulla formatività della valutazione *autentica*, con forti richiami agli effetti emotivi-motivazionali della valutazione e alla necessità di introdurre nella prassi quotidiana una pedagogia *autentica*.

Una valutazione *autentica* poggia difatti su apprendimenti *significativi* e *profondi*, i quali si costruiscono lentamente attraverso *percorsi* fondati sul piano pedagogico-culturale (essenziali e significativi), tali da coinvolgere gli studenti in un processo di costruzione e negoziazione della conoscenza e di prestazioni partecipate e cooperative.

Ma se il processo di costruzione della conoscenza non si basa su prodotti intellettivi significativi, tra loro correlati e pedagogicamente adeguati alle strutture cognitive, socio-affettive e motivazionali degli studenti, difficilmente si possono attivare processi complessi come analisi, interpretazioni, risoluzione di problemi, applicazioni di conoscenze che vadano oltre il semplice richiamo/recupero di informazioni o la pura riproduzione di una conoscenza; di

conseguenza è improbabile che si raggiungano risultati *autentici*. “Il lavoro degli studenti, sebbene ‘attivo’, può rimanere superficiale e intellettivamente fragile” (Newmann, Marks, & Gamoran, 1995).

Le prestazioni *autentiche* rimandano ad una pedagogia *autentica*, senza la quale non è possibile attivare processi, sia nell’insegnamento che nell’apprendimento, e migliorare le prestazioni degli alunni ad ogni livello.

Centrale diventa quindi per la realizzazione di una valutazione ed istruzione *autentiche* rivolgere una maggiore attenzione “allo sviluppo di ogni componente dell’istruzione” e a “connettere e allineare la valutazione all’istruzione” (Black & William, 1998).

### **LABORATORIO - Pratiche *significative* e valutazione *autentica* nella lingua italiana. Come insegnare nella prospettiva di una valutazione *autentica*?**

Il **laboratorio** si propone di offrire una serie di pratiche *significative*, finalizzate a realizzare un insegnamento *autentico* che aiuti lo studente a raggiungere alcuni importanti obiettivi:

1. In primis “la costruzione della conoscenza”, “impegnando gli alunni in forme generali di lavoro cognitivo reperite nel mondo degli adulti”. I compiti affidati ai ragazzi, coinvolgenti e possibilmente simili a compiti o problemi richiesti ad adulti in contesti reali o ad essi fedeli, richiedono l’uso di conoscenze o di abilità tese a produrre un prodotto o una prestazione che ha in se stessa una sua completezza. Ciò significa che un compito *autentico* è un compito, non spontaneistico od episodico, al contrario esso richiede un “piano adeguato per essere pianificato, completato, avere un primo abbozzo, una auto-valutazione, una revisione e una collaborazione e consultazione con altri o di fonti o ricerca di informazioni” (Wiggins, 1990).

2. Il secondo obiettivo concerne l’uso da parte dell’alunno di una “ricerca disciplinata per costruire significato”. Questo tipo di ricerca comporta un insieme di attenzioni e di cure rivolte sia all’acquisizione di conoscenze pregresse, alla “conoscenza di base precedente” e alla pratica della “comprensione profonda” che si verifica quando si ricerca, si controlla e si *creano relazioni tra pezzi di conoscenza* e sottili *reti concettuali* che possono illuminare un problema particolare o un argomento, sia al raggiungimento di una “comunicazione elaborata” che consenta agli studenti di apprendere in maniera autonoma, rendendoli “più capaci nel costruire conoscenza, nel raggiungere una comprensione profonda ed esprimere la loro realizzazione intellettuale più efficacemente” (Comoglio, 2002).

3. Il terzo obiettivo, che riflette il valore estetico, utilitaristico o personale evidente in realizzazioni intellettive significative, si riferisce allo svolgimento di prestazioni e alla realizzazione di prodotti che abbiano un valore e un significato oltre il successo scolastico (Wehlage, Newmann, & Secada, 1996).

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## **8. Richard Rossner, EAQUALS**

### **PLENARIA - Assessing teaching competence: the EAQUALS Profiling Grid for Language Teachers, and beyond**

Assessing teaching and teachers is always a delicate and tricky matter, however it is done, and whoever does it. It is however a necessary part of professional life, and important both for reasons relating to good educational management and as part of teachers’ professional development.

In this talk I will explore some of the issues around teacher assessment, and then outline the principles behind the EAQUALS Profiling Grid for Language Teachers. We will then look at ways in which instruments like this can help make the assessment of teaching more productive for all concerned, and feed into teacher development.

The European Association of Quality Language Services, EAQUALS, founded on 1991, is an international association of language teaching institutions, with about 100 accredited member institutions in 20 countries, and 20 Associate Members. Among these are ten national associations of schools, Instituto Cervantes, IPRASE di Trentino, the British Council, and the Goethe-Institut. About 14 different language are taught by EAQUALS member institutions.

Over recent years EAQUALS has developed a 'Professional Profiling Grid' to facilitate the comparison of teacher competence, qualifications and experience irrespective of where they are working and the target language. This is valuable during the EAQUALS inspection process as a means of creating a snapshot of the teaching team that inspectors will see in action.

A project is underway to develop on the basis of the Grid a common framework for language teacher training and development that can be used as an aid in:

- teacher self-assessment, and the performance management of teachers
- organising in-service training and development for groups of teachers at a school, and in working with individuals to devise continuing professional development for them.
- describing the objectives of existing in-service and pre-service courses and course-modules for teachers of any language, and for designing new ones

In this talk I will include a brief progress report on this work, illustrating how the framework has developed so far.

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#### LABORATORIO - 'How am I doing?' Teacher reflection and self-assessment

Language teachers are perhaps more keenly aware than other teachers of the need for self-monitoring, and much has been said and written about language teachers using 'reflective practices' to develop and improve their teaching competences. In this workshop we will be asking the question: what practical means are available to teachers who wish to enrich their professional development by regularly assessing their skills and the quality of their own teaching?

In the workshop we will:

- Consider what forms 'teacher self-assessment' can take, and review some of the ways in which teachers can monitor themselves as part of continual professional development;
- Try to devise together realistic approaches to the kind of self-assessment that participants feel is appropriate for them in their teaching context;
- Develop or adapt one or more tools that will aid self-assessment.

We will also consider how schools can support their teachers in this effort continuous professional development.