

Teacherteamproject

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Summary of the article *An Educational Assessment Project for the Teacher Team*

The authors propose an outline for the Class Council which integrates remedial studies with the different daily courses. The recipients are students from 14 to 16 years of age with different learning capacities and, often, obvious learning disabilities.

In our view, remedial activities must aim to enforce wide-ranging, crosscurricular skills, which usually precede and often accompany the specific difficulties in different subject matters. They are based on the idea Teachers that are part of the Class Council analyse the activities that have been carried out with the students in each subject, those which help or hinder the students' progress as they are assessed and measured by marks. By activities we mean any aspect of school work that produces a result that can be observed and analysed.

1. Each activity must be described in detail so as to single out individual learning processes, those that induce basic skills, and to determine a set of indicators (e.g. spelling, grammar, layout...)
2. For each common activity in more than one subject, common assessment indicators must be identified as well as those that are specific to each subject.
3. A common matrix must be identified and then a grid created for each activity (see grids at end of document).
4. The duties are divided among the teachers and it will be decided which teacher will organise the work for which activity.
5. In class, starting with the students' actual results, through the brainstorming technique, the students, under the direction of the teacher, redesign, together as a group, grids for analysis and assessment of the oral, written, artistic and practical work. In this phase, the indicators used in the grids created by the teachers may, possibly, be modified or enriched. The teacher, however, continues to be responsible for the technical precision of the indicators. At the same time, the teacher and the students both agree on how the work will be assessed and marked (obviously, the final mark will be the responsibility of the teacher).
6. The grids will be handled by all the teachers teaching similar activities (for example the writing of compositions or essays, oral presentations, art work etc.) They will be used by the class when reading and evaluating the work of classmates, and therefore enriched and corrected, both in the common indicators as well as an individual one for specific disciplines.
7. Teachers will compare the results achieved by the students in shared activities and will use them to prepare educational and remedial activities.

In this way a map of the Class Council's educational project will be constructed, which will help the students to understand the unitary nature of knowledge by observing common and specific areas of competency, and allows for an organic vision of the actual project even during the activity itself.