

EducationalAssessmentForWriting

Gabriele Fulgoni *Il recupero delle abilità di scrittura*, MATERIALI PER L'AGGIORNAMENTO, ITALIANO 1, Capitolo 5, in *L'educazione linguistica nel biennio - Programmazione, valutazione iniziale, recupero*, a cura di Adriano Colombo, IRRSAE Emilia-Romagna, Bologna 1992.

Summary of *Regaining the ability to write* A TOOLKIT FOR REFRESHER COURSES, ITALIAN 1, Chapter 5 *Language education in the first two years of upper high school – Planning, initial assessment and remedial activities*, by Adriano Colombo, IRRSAE Emilia-Romagna, Bologna 1992.

On entering secondary school many students have critical, and at times extremely severe problems in undertaking basic skills, and in particular writing. Usual remedial courses based on the division of the class into level groups not only require the contemporaneusness of many teachers, but make it difficult for the students to confront each other and leaves underachievers to their own resources. It is therefore important to plan and organise activities that help these students get over their difficulties using class-group resources that do not punish slower students but rather help improve their skills.

We suggest a *remedial project to help students regain their writing ability* in their first year of secondary school. This project is incorporated in the standard teaching/learning course. It is based on an inductive and cooperative method, and outlined as follows:

1. A particular type of text is identified, for example a descriptive one.
2. By reading texts by famous authors, the class identifies the characteristics of a descriptive text and draws up a set of rules for writing such a text.
3. At the same time, the teacher works with the class on *reflections on the language*, which looks at general aspects of communication and the grammatical structure so as to create common terminology (very often missing in our classes).
4. In class, the teacher assigns the students to produce a composition of a descriptive text that is clearly set using precise guidelines (object to be described, length, point of view, verb tense, adjective use...)
5. The teacher chooses an average level composition. He/she copies it onto a transparency sheet, makes copies for the class, projects it on an overhead projector and corrects the text with the class.
6. Using the brainstorming method, he/she identifies the positive elements in the composition, based on the guidelines given, and at the same time the various errors, in categories and subcategories. They are classified and can be traced back to the relative rules (the concept of "precious error", essential to learning).
7. The procedure is repeated time and time again until the more frequent errors can be identified and classified.
8. In this way an assessment form and self-assessment form can gradually be written up, arranged in indicators and partial indicators, each of which will be graded according to common and shared criteria. (See final grid in English). The final grade of the composition will correspond to the sum of the partial marks.
9. Subsequently, when the teacher has assigned another test of the same kind, the students will correct one of the photocopied compositions in groups, identifying and classifying the errors and going back to the relative rules.
10. Using the overhead projector, a comparison is made of the work of the different groups, new categories of errors and new rules are identified and defined, and assessment criteria are discussed and shared.

The work proceeds in a recursive manner using new types of texts (narrative, introspective, essays...) integrating assessment indicators if necessary, and thus making the students enrich and interiorise their patterns of correctness.