

## WORKSHEET B

<b>Title</b> <b>Assessment: from competence to action</b>	
<b>Objective(s)</b> To deepen the understanding of different types of assessment aimed at reflecting aspects of competence and action/performance.	
<b>Keywords</b> <ul style="list-style-type: none"><li>• achievement assessment/ proficiency assessment</li><li>• direct/indirect assessment</li><li>• assessments of performance and of knowledge/competence</li></ul>	
<b>Ref to the guide</b>  IV.5	<b>Ref to the CEFR</b>  9.3.1, 9.3.6, 9.3.7 Ch 4 and 5 as databanks of parameters for constructing tests and selecting competences
<b>To complete this worksheet you need...</b> (1) An externally produced language test, relevant to your context; (2) A test or some other assessment activity, constructed and - if possible - used by you yourself.	
<b>Task A</b>  <b>Step 1 ( ♯ ) then ( ♯ ♯ )</b> <ul style="list-style-type: none"><li>- Collect examples of externally produced language tests relevant to your own context. (IW)</li><li>- Consider the type of tests they propose and decide if they are targeting direct or indirect assessment and in what way they are aiming at assessing achievement or proficiency. Jot down, in form of key words, the reasons for your choice. Try also to explain any difficulties in discriminating between the two categories. (IW)</li><li>- Now analyse and discuss the test with a colleague, focusing on the different tasks in the test in relation to the purpose(s) and to the concepts of competence and action/performance.</li></ul> <b>Step 2 ( ♯ ♯ ) then ( ♯ ♯ ♯ )</b> <ul style="list-style-type: none"><li>• Summarize your classifications and conclusions on a chart (for example using the grid provided for Task 1 on Worksheet A).</li><li>• Present the chart and discuss it in the plenary.</li></ul>	
<b>Task B</b>  <b>Step 1 ( ♯ ) then ( ♯ ♯ )</b> <ul style="list-style-type: none"><li>• Think of and choose a test or some other form of language assessment procedure constructed and, if possible, used by you yourself.</li><li>• Analyse and discuss the test/procedure with a colleague, focusing on the different tasks in</li></ul>	



relation to the purpose(s) and to the concepts of competence and action/performance

**Step 2 ( † † ) then ( † † † )**

- Summarize your classifications and conclusions on a chart (for example using the grid provided for Task 1 on Worksheet A).
- Present the chart and discuss it in the plenary.

**Step 3 ( † † )**

- Refer back to Task 1 Step 3 of the Worksheet A. Read the quoted passage from the CEFR again and decide how in the tests analyzed above the distinction between achievement assessment and proficiency assessment (and consequently the distinction between assessments of performance and of knowledge) could possibly be minimized in order to make the test more communicative.

**Step 4 ( † † † )**

- Discuss the balance between competence- and action/performance-related assessments that you consider most suitable for the framework and purposes of your own pedagogical context. In addition, discuss your views on externally and internally produced assessment materials – needs, uses and consequences. Summarize your reflections and conclusions in writing, with the aim of including them in a joint document forming the basis for future professional development/in-service training.

