

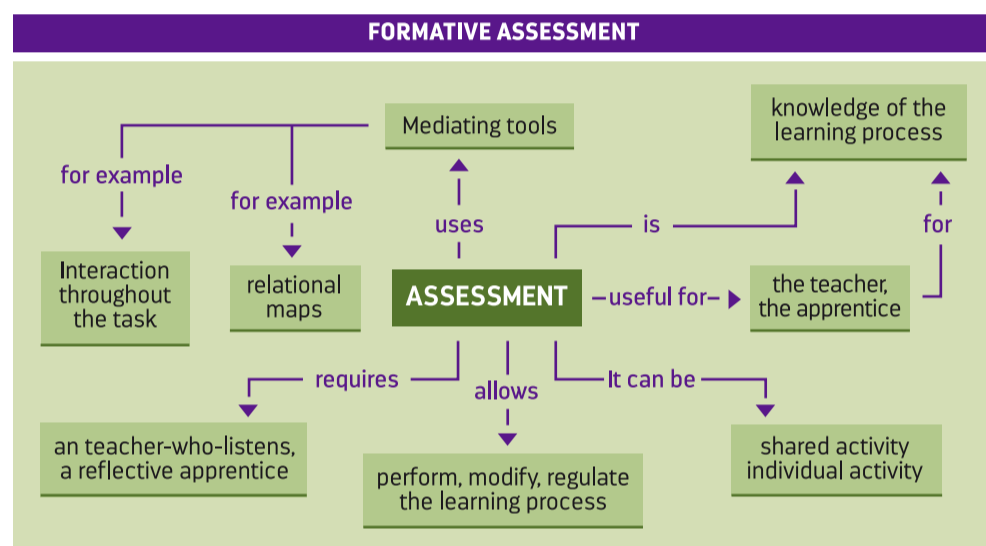
FORMATIVE ASSESSMENT

We consider educational assessment has as a fundamental goal: the improvement of students' learning processes through self-regulation. It relates to text revision based on "meta" knowledge (metalinguistic, metadiscursive, and metatextual) with the fundamental support of the teacher. The assessment phase is not just a specific stage within the instructional sequence, but a constituent part of it.

FORMATIVE ASSESSMENT AND THE REGULATION OF LEARNING

Making the assessment criteria explicit is, in itself, a source of learning: creating assessment tools along with the students, analysing texts based on established guidelines, reviewing the process, etc. We make formative assessment become a regulation tool for learning.

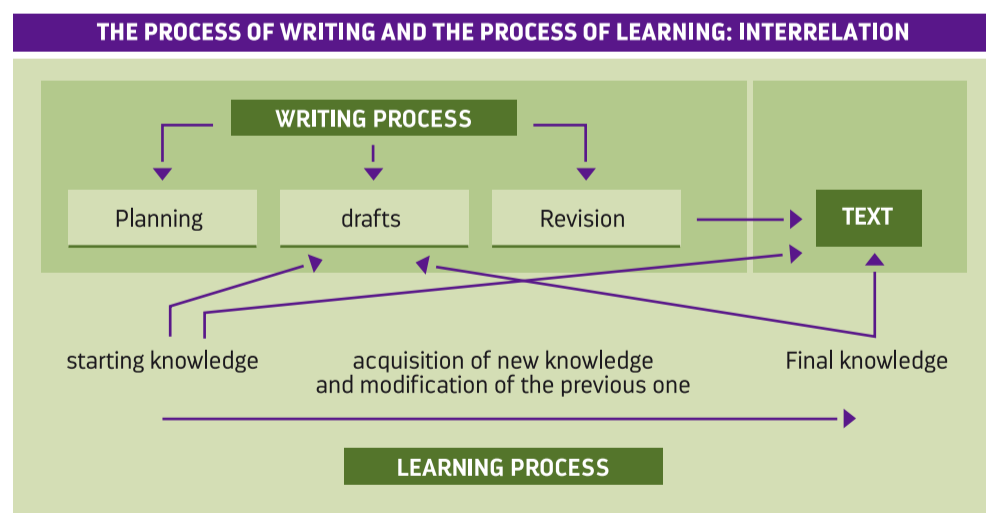
Ribas, T. (coord.) (1997). *L'avaluació formativa en l'àrea de llengua [Formative assessment in Language Arts]*. Barcelona: Graó, p. 137.



SELF-REGULATION

Formative assessment comes into play as soon as the student attempts to solve the problems that the writing task poses to him/her. [...] The function of the assessment is to help students to establish the necessary connection between the new knowledge and the activities of language use; and it allows the teacher to adjust the design of the instructional sequence to the learning needs.

Camps, A. and Ribas, T. (1998). Regulación del proceso de redacción y del proceso de aprendizaje [Regulation of the writing process and the learning process]. *Textos de didáctica de la lengua y de la literatura* 16, 49-60.



BIBLIOGRAPHY



TOWARDS METALINGUISTIC REFLECTION

A guideline for formative assessment enables students to comment on the learning contents of the instructional sequence as well as to reflect on the text being written. The guideline make the contents available for the students at the time these contents are needed, and provides a terminology that allows us to talk about the linguistic and textual phenomena.

Ribas, T. (2001). Regulación del proceso de composición escrita en grupo [The regulation of the process of collaborative writing]. In A. Camps (coord.), *El aula como espacio de investigación y de reflexión [The classroom as a space for research and reflection]* (pp.51-68). Barcelona: Graó, p. 66.

HOW ASSESSMENT CAN CRYSTALLISE WITHIN A WRITING INSTRUCTIONAL SEQUENCE

PHASES OF THE IS	PREPARATION	REALISATION	FINAL ASSESSMENT
TEXT AND DRAFTS	How should the text be written?	Use of the criteria on the text to guide the writing	Use of criteria to review drafts and judge the text
WRITING PROCESS	What steps and actions should we take to write this text	Use of the criteria on the process to guide the writing	Use of criteria to assess the process and potential changes
TEACHING AND LEARNING	What do we want to learn or what will we learn	What have we learned or what do we need to learn	What have we learned and how have we learned it?

THE FORMATIVE EVALUATION: A DYNAMIC AND CONTEXTUALIZED PROCESS

The formative assessment is seen as a dynamic process that, when being developed in parallel to the learning process, follows a path of constant changes. This characteristic has important consequences for practitioners: we will not find perfect assessment instruments or standard proposals that may help us in the classroom in a definitive way; we will have to think about provisional solutions, which will only become fully meaningful in the situation for which they have been created.

Ribas, T. (coord.) (1997). *L'avaluació formativa en l'àrea de llengua [Formative assessment in Language Arts]*. Barcelona: Graó, p. 6.

Assessment allows students to control the knowledge they are constructing and the teachers to know the process of elaboration of this knowledge. For research, it is an interesting opportunity to analyse the conversations (of the students among them or with the teacher) that take place throughout/during the writing process.

The questions raised are twofold: to what extent is the student able to regulate her own writing and learning process, and to what extent does s/he acquire consciousness progressively of what s/he does and the knowledge s/he needs when writing.

Training activities are carried out actively involving students and making them responsible for their work and their learning. These activities are not isolated but rather planned within the instructional sequences, so that they also constitute interactive learning moments.

The work carried out so far shows that in conversations among students, attention is mainly paid to the content of the text as well as to rhetorical and textual aspects. Sometimes, also to the spelling or lexical rules, but very few times to grammatical issues. It is also found that assessment guidelines are a good scaffold for planning and reviewing the texts, especially if the students themselves have prepared such guidelines (with the help of the teacher) and if they use them cooperatively.

The activity of the students in the assessment tasks raise the following general question: what characteristics does the reflective metalinguistic activity have?



The instructional sequence model, twenty years on Milian



A classroom intervention on Spanish grammar and writing Rodríguez-Gonzalo

