

Abstracts

Quelle évaluation pour quelle Europe?

(Which evaluation for which Europe?)

Gérard Bonnet

Evaluation in education systems is not without its political implications since its application necessarily depends on specific technical skills. Certain standards instead of others can be generated according to the kind of evaluation adopted, and these standards also depend on the education systems of the various countries concerned. In Europe today there is a considerable difference between the French model and British one. The French model aims to build cultural identity in order to strengthen social cohesion, while the British model is more markedly geared to the job market. The indicators currently used by the European Commission are strongly influenced by Oecd methods while they should preferably be shaped along the lines of the educational model prevailing in European countries.

Un'idea galileiana per rilevare la comprensione della lettura

(A Galilean idea to assess reading comprehension)

Emma Nardi

The C-Bar (Culturally Balanced Assessment of Reading) project is based on the innovative hypothesis of building a model to assess the equivalence of texts originally produced in different languages. The idea is to propose reading comprehension tests – in international comparative studies – based on texts produced directly in the various languages of the participating countries

and not on translated stimuli as before. In this manner, the project attempts to change the basis of traditional assessment practices in international studies. Some criteria have thus been drafted in order to establish the main features of texts (lexis, cohesion, coherence, intentionality, acceptability, information density as well as situational and inter-textual aspects) and a feasibility study has been carried out based on this innovative approach.

La valutazione che orienta il far scuola

(The evaluation which orients school practice)

Mario Ambel

The fundamental condition to enable a school system to adopt evaluation strategies and practices that can generate positive effects is for the system itself to have a solid democratic basis. It is thus essential that all the actors involved in some way in evaluation activities should share the strategic aim, and namely to contribute to increasing the quality of education. This means the careful and non-instrumental management of a coherently large number of evaluation types and activities as well as guaranteeing feedback in order to achieve a qualified level from a cultural and scientific standpoint. It also means abandoning the idea of reward or punishment associated with evaluation and with school itself.

La scuola educa alla cittadinanza. È vero?

(School educates for citizenship. Is it true?)

Bruno Losito

In the second IEA international comparative study on civic education, the Italian students surprisingly achieved fairly good results, among the best in the overall international study. One possible interpretation for this is that the knowledge shown by Italian students is only partly the result of specific school action, but also derives from their overall experience and social relations and from mass media influence. On the other hand, where school action is necessary in order to help students acquire specific knowledge and to develop skills, there are shortcomings and difficulties that are also seen through the lack of compensation of socio-cultural type differences.

Iea-Pirls: presentazione di uno studio internazionale sulla comprensione della lettura dei bambini di nove anni

(IEA-PIRLS: the presentation of an international study on reading comprehension skills in nine-year-olds)

Gabriella Pavan De Gregorio

Iea-Pirls (*Progress in International Reading Literacy Study*) is an international study promoted by the IEA in order to measure reading comprehension ability in children aged nine to ten years. The study mainly aims to explore reading, meant as a cognitive process, at a crucial age when the child moves from learning to read to reading to learn, as well as to provide information on reading comprehension levels in nine- and ten-year-olds in order to supplement similar data on higher age groups. The idea is thus to establish a link, both at a longitudinal and horizontal level, with other significant studies on reading in order to proceed to a wide-ranging investigation of one of the most significant and crucial variables for a country's educational, cultural and socio-economic development.

Descrivere e misurare nuove competenze. All-Letteratismo e abilità per la vita, una ricerca comparativa

(Describing and measuring new skills: All-Adult Literacy and Lifeskills, a comparative study)

Vittoria Gallina

Adult Literacy and Lifeskills (All) is one of the studies promoted by the Oecd in order to explore adult literacy. While previous investigations have led to the possibility of defining the literacy concept, basing it on the quality of written communication, the innovative feature of the All study lies in its scientific framework underlying the study hypotheses and the evaluation criteria and tools used, as well as the prospect of analysing literacy in relation to the capacity to autonomously govern the development of *lifelong learning* skills. The study does not assess the so-called academic and school skills but instead focuses on the fundamental values expressed by various societies, thus also enabling a cross-referenced analysis from a cultural standpoint.