

When speaking of the Croatian school system we have to be realistic. Although Croatia is among the smaller European countries, with its school system of more than 700 000 pupils and more than 1700 educational institutions it represents a huge body which is hampered by its own inertia; and not only inertia but unresolved problems, many other priorities, and "last but not least" a chronic lack of money; in spite of all that, our decision-makers are taking into consideration the modalities of the development and the implementation of the Portfolio.

We are involved in the European project, which we follow, but at the same time we are observed, too. Well, I may admit that we are not at the European "tail end". No matter which of the ways is chosen, it is certain that it will be teachers who will develop and implement the Portfolio. Therefore, great care must be taken to enter the project as well informed and as well prepared as possible.

Most of you have been informed and many have probably taken part in this year's project of revitalising or simplifying the syllabus, which in fact is the way to form the national curriculum-syllabus. This project is partly attached to the Framework and Portfolio. On the territory of the (4) counties that are under my jurisdiction, some elements of the Framework and Portfolio have been anticipated, (the dossier and self-assessment) and are still very successfully continuing.

The Project was our HUPE branch initiative (Ms Knežević and Ms Mičetić - Seminar in Zadar 2001, and ESP Split 2001.

PORTFOLIO SELF - ASSESSMENT

Autonomy in Language Learning

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It's a program which combines formal and informal measures of assessment.

I've been doing this project work for the past three years in a primary school in Rijeka. The program is used in optional classes of English (2 groups: beginners - 16 students; older ones - 26).

At the beginning, I had several problems like using the rubber and the total lack of confidence of the students. Only when we got started did we realise how difficult it is to be objective about oneself. We discussed

every problem and very often they asked me for my opinion, which I didn't always tell them because I didn't want to influence them. In time, we managed to solve the problems and their confidence has increased. When I finally entered their marks in the official register, they were completely satisfied with their work. Only at that point was I sure this was the right way to do the assessment.

In the 21st century, the process of learning doesn't go on only in the classroom but is influenced by the involvement of all sorts of digital communications, parents, and marketing. The process of teaching has to be in the same position. The process of learning consists of collecting lots of information of which some will become new knowledge that is to be presented to the public. In such a way, the role of the teacher is to be a leader in the process of learning and assessment.

The tools for the task are: working in groups, using portfolios, doing lots of research and testing, and presenting all the work. There are three parts in assessment: **the process, the progress and the product.**

When we mention the word "portfolio", we think about art and design: it evokes samples of work presented in large folders. Part of the European Language Portfolio is similar to this, but it has also two other components. So ELP defines three components as follows: **The Language Passport, The Language Biography, and The Dossier.**

For younger learners it may be rather like a scrapbook in which the target language materials are collected and provide a focus for ownership of the foreign language learning process and the language itself. Other school learners may fill their dossier with outcomes of the project work related more or less to the skills in which they will be tested. Adult learners will want to present evidence of their ability, so their dossier will contain sample letters, reports and the like.

My students are 2 groups: younger and older students, so we have all the samples that I mentioned before. You can see lots of examples of written work: about students, their school, the town they live in, hobbies, and so on.

Every portfolio must have a clear purpose, and the student must know exactly what is going to be assessed. The components of assessment are clearly written on the front page of a file so that the student knows exactly what he must look for while he does the correction. At the end of the term I give my own test to check the students' work. We use typical signs for the correction and while doing it, we also learn about criteria.

The role of the teacher is to give the rules, to help students correct their work, to lead them in making

tests of their own, to show them scales of points. By the time the teacher's help is less needed, at the end of the first term, the students are ready to go it alone.

The name of our program is "TO WRITE FLUENTLY IN ENGLISH", which means that the main point will be writing in English all kinds of texts by using new vocabulary, or, better still, by embellishing their writing with new expressions.

A CRADLE APPROACH TO PORTFOLIO DEVELOPMENT

There are six prototype portfolio categories: **Collections; Reflections; Assessment; Documentation; Linkages and Evaluation.**

Collecting: collections of students' works on one area in programmes such as literacy, oral language, development on writing task. It is important that all samples are dated. They become the experiences of students' lives. The students are able to provide evidence of learning. The teacher is just a guide.

Reflecting: focuses on the learning process; the teacher's role is to encourage students' answers. Students can analyse their work, they can compare the present level with their prior level, even gain insight into their strengths.

Assessing: if we want them to be reliable we must establish the criteria in figures or descriptive scale; the teacher helps, gives ideas, shows criteria.

Documenting: portfolios serve as a student classroom programme or school documentation; they can be considered as legal documents and as a permanent record of student achievement.

Linking: portfolios can build a communication network in the school and community, or between students from different classes from year to year.

Evaluating: portfolios are a means of evaluating the theme of the cycle or the end of academic year; it offers teachers the opportunity to review their practice.

Using traditional measures and student self-assessment information we have a complete picture of the student's ability, effort and progress. More importantly, students have more say in their language learning process.

In my work I have made a plan according to the book CES 1/3; and the book itself helped me a lot because it nurtures students towards self-assessment. The themes are very interesting: The real world, The way we live, Planet Earth, Living history, and many others which children like a lot. The Parcel of English suggested by the book is wonderful because we can compare ourselves with another school in the world which is following the same programme.

The most beautiful part is that my students never learn extra for these classes. They enjoy themselves very much, and they all think it is very easy even though it's actually hard work.

WHAT PRICE A SPELL CHECKER?

Do you use a spell checker on your computer?
You might think twice after reading this poem.

Eye have a spelling chequer
It came with my pea sea
It plainly marques four my revue
Miss steaks eye can knot sea.

Eye strike a key and type a word
And weight four it two say
Weather eye am wrong oar write
It shows me strait a weigh.

As soon as a mist ache is maid
It nose bee fore two long
And eye can put the error rite
Its rare lea ever wrong.

Eye have run this poem threw it
I'm shore your pleased two no
Its letter perfect awl the weigh
My chequer tolled me sew.

Found on the Internet - author unknown