

BOOK REVIEW

“The Evaluation of Written Communication Competences in Romanian Language – school primary cycle (EVRO-P3)”, 233-235 p.

The work “The Evaluation of Written Communication Competences in Romanian Language – primary cycle (EVRO-P3)”, issued in Cluj-Napoca, at Casa Cărții de Știință Publishing House, 2015, of 232 pages, has as authors a group of experienced specialists in this field: Anamaria Radu, Ioana Sonea, Ștefania Tărău, under the coordination of Elena Platon.

The proposed theme is to carry out some new perspectives regarding the evaluation of written communication competences in Romanian language at the primary cycle. The authors present up to date teaching methods and strategies, able to revolutionize the didactic process, following the pupils' awareness “related to the fact that not only the formal learning of reading-writing constitutes the learning object, but, most of all, the acquisition of some reading efficient strategies which would lead them as soon as possible to the meaning”, as it has been noticed by the scientific director of EVRO project, university lecturer doctor, Mrs.Elena Platon in the book *Preface*. To



ensure that this perspective change would function, first of all, it is necessary the teachers to master those reading strategies which prepare the pupils to understand exactly the meaning of a text, also to accustom the pupils to offer feedback during the writing of a text, so that they would get solutions to the possible difficulties they meet. The work proposes a change concerning the evaluation perspective and re-

garding the attitude towards testing act in general, which instead of being accompanied by feelings of fear, of stress, even by emotional blockages, it is better to become a stimulus in acquiring some progressively improved results.

The desire of some essential changes in the teaching and evaluation process are to be found in the formulated objectives of EVRO project, entitled “The Training of teachers who teach Romanian language at pre-university education level to assess the pupils' communication competences” (contract POSDRU/157/1.3/S/133900) ongoing

within the Department of Romanian Language, Culture and Civilization at Letters Faculty of Babeş-Bolyai University, in Cluj-Napoca. The general objective of the project was the improvement of the professional competences for many teachers (approximately 1800) who have benefited by the further training programs. "The specific objectives have aimed at the improvement of teachers capacity to evaluate the oral communication competences, (understanding after listening and oral expression) and written expression (understanding after reading and written expression) of the pupils in Romanian language, by mastering a modern perspective on the evaluation process and by using some objective tools of evaluation (scales, descriptors, general grids, and specific grids, self/inter/datasheets of evaluation etc.), elaborated and used at an European level, in accordance with *CECR*, in order to professionalize the evaluation process of oral and written communication competences and to align this process to the European standards, and in order to create a unique system to evaluate and to grade these competences at the national and even international level." (*Preface*, p. 8, 9)

The work comprises six units and 22 annexes. The first unit offers a general presentation of the evaluation process and formulates some precise objectives such as: "the differentiation of approaches regarding the evaluation", "advantages and disadvantages"; "the identification of evaluation stages"; "the analysis of the evaluation impact on the teaching and learning processes"; "the correlation of the different types of evaluation with the evaluation functions"; "the identification of each type of evaluation"; "the identification of the testing specific issues". The chapter offers clari-

fying explanations, presents differentiations towards the traditional approaches with the help of tables and particularly suggestive images, it also presents work models in pairs and practical exercises of self-evaluation.

The second unit focuses on the evaluation of written message reception capacity. The objectives of this chapter follow the cognitive processes specific to the reading reception at the age group of 6-11 years, "the correlation of reading operations with the understanding types of the written text", the conception of some adequate items for each type of reading and for the concerned cognitive operations". This unit gives some important suggestions referring to the selection criteria of the texts intended for reading, such as "authenticity", "variety" and the fact that they come from "different fields".

The third unit focuses on the evaluation of the written message reception capacity, on the correct conception of the items, and on the use of a *Competence Grid for the Natives (CLN)*. Work models in pairs are offered for the progressive levels, starting with the precursory group and finishing with the IV-th grade and the items are classified. The information included in the subtitle: "The ten commandments in achieving the items" are to be noted, information which can be also apply to other levels.

The IV-th unit has mainly an applicative character, it also provides the structure of a didactic scenario following the model of Common European Frame of Reference for languages, to support the teachers to get familiar with these types of scenarios. Some frequent mistakes in formulation items are presented, also some evaluation models and work datasheets for inter-evaluation.

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The V-th unit makes a general presentation of the written text, following as objectives to develop some very important abilities referring to the way of taking notes, of reading datasheets, of carrying out *a mental map*. The images are highly suggestive, beautifully coloured, which summarize the stages of writing: *I think, I write, I correct myself, I complete*, behaviours which are not of *innate*, but *acquired* type.

The VI-th unit presents different evaluation tools: "self-evaluation, inter-evaluation and evaluation-re-evaluation

datasheet, specifying the difference between evaluation, testing and grading".(*Preface*, p.10)

The annexes include practical didactic materials, presented in a very attractive manner, with a lot of very well carried out drawings, *teacher's datasheet*, *pupil's datasheet*, tables to fill in with key-words, role games, models of datasheets which will certainly help, those who are interested to carry out similar scenarios and for other types of texts, adapted to the needs of the class.

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