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CEFR-Based Assessment in Sign Languages The Case of LSE and Perspectives for LIS

INTRODUCTION

Sign languages are increasingly present in European universities, but assessment practices remain uneven. While the CEFR (2020) provides a shared framework for sign languages, its implementation differs across contexts: structured in Spain (LSE), fragmented in Italy (LIS). The study analyzes teaching, instructional, and assessment practices in LSE, focusing on CEFR levels A1-B1 and the alignment between self-assessment and teacher evaluation.

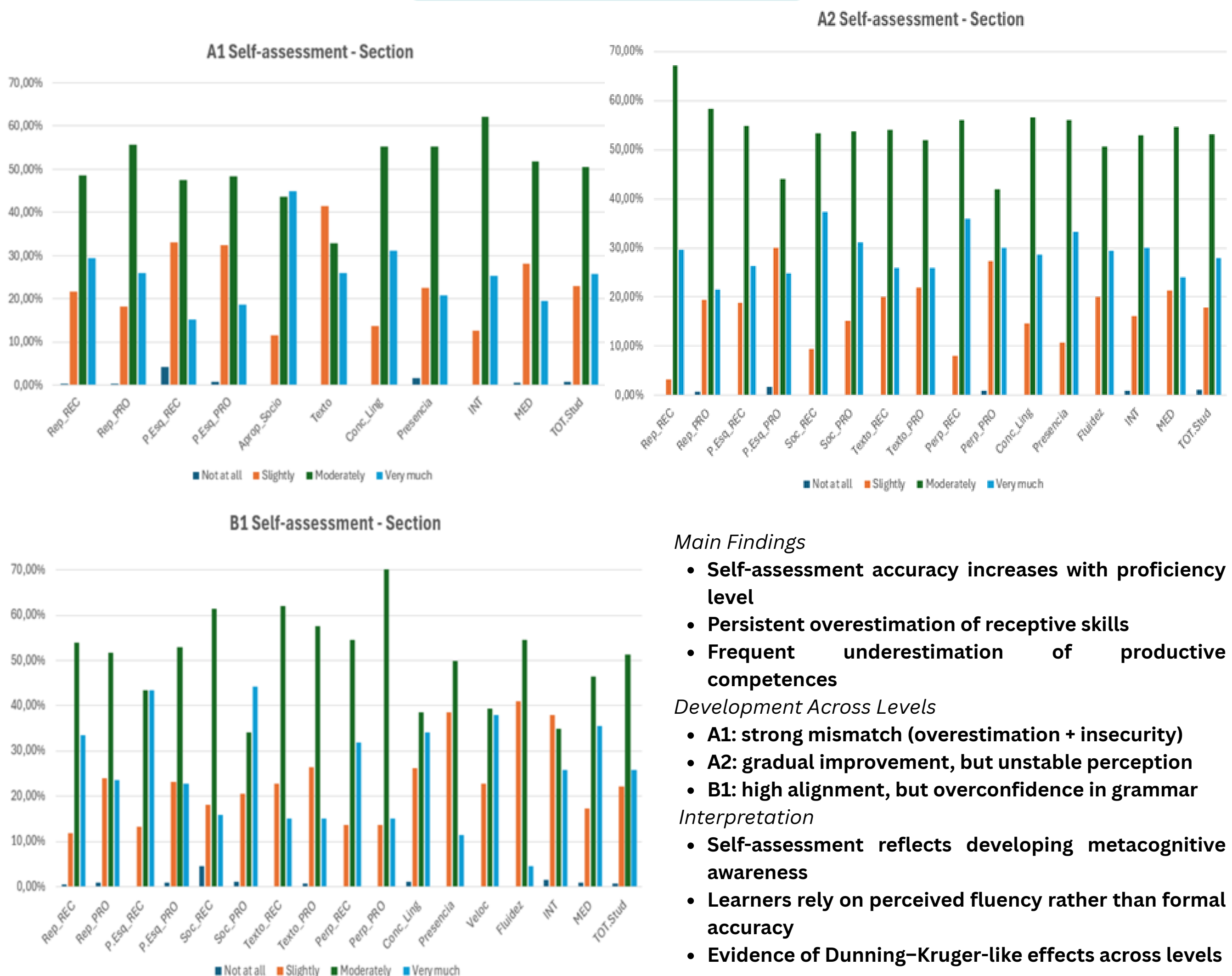
OBJECTIVES

- Investigate assessment tools for linguistic competence in LSE at early stages (A1-B1).
- Determine students' actual levels of competence based on their self-perceptions, and assess whether these align with teachers' evaluations.
- Compare teaching and assessment practices based on CEFR (2020) for LSE and LIS.

METHODOLOGY

- **Design**
Longitudinal · Mixed methods
- **Participants: LSE L2M2 students**
A1 (29) · A2 (25) · B1 (22)
- Data Survey → Self-assessment → Teacher evaluation → Observation
- **Analysis**
Triangulation and statistical analysis

RESULTS & DISCUSSION



CONCLUSION

Self-assessment proves to be a valuable formative tool, but it remains affected by systematic biases that decrease as proficiency develops. The CEFR framework emerges as a crucial reference for promoting more consistent and comparable assessment practices in sign language education, particularly in contexts where standardization is still lacking.