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Sommario/riassunto	Educators strive to create "assessment cultures" in which they integrate evaluation into teaching and learning and match assessment methods with best instructional practice. But how do teachers and administrators discover and negotiate the values that underlie their evaluations? Bob Broad's 2003 volume, What We Really Value, introduced dynamic

criteria mapping (DCM) as a method for eliciting locally-informed, context-sensitive criteria for writing assessments. The impact of DCM on assessment practice is beginning to emerge as more and more writing departments and programs adopt, ad
