

## NEW ASSESSMENT OF STUDENTS OF PRIMARY SCHOOL

Ordinance No. 172 of December 4, 2020 determines the modalities for the formulation of the descriptive judgment for the periodic and final assessment of the learning of pupils in Primary School, for each of the disciplines of study provided by the National Indications, including the cross-curricular teaching of civic education referred to in Law No. 92 of August 20, 2019. This is to further promote the formative function of assessment, therefore aimed at ensuring the academic success of each pupil. The teachers assess the level of acquisition of individual learning objectives identified in the Vertical Curricula and specifically selected as the object of final assessment. To this end, four levels of learning are identified: advanced (AVANZATO); intermediate (INTERMEDIO); basic (BASE); in the process of initial acquisition (IN VIA DI PRIMA ACQUISIZIONE). The levels are defined on the basis of dimensions that characterize learning and that allow a descriptive judgment to be made. The levels are defined on the basis of four dimensions, outlined as follows: autonomy in carrying out a task; the type of situation (known or unknown); the resources mobilized to complete the task (provided by teachers or found elsewhere); continuity of learning. The levels of learning are described, taking the combination of dimensions defined above, in coherence with the descriptors adopted in the Competencies Certification Model.

### LEARNING LEVELS AND DIMENSIONS

**AVANZATO** → The pupil completes tasks in known and unfamiliar situations, mobilizing a variety of resources either provided by the teacher or found elsewhere, independently and with continuity.

**INTERMEDIO** → The pupil completes tasks in known situations autonomously and continuously; he/she solves tasks in unfamiliar situations using the resources provided by the teacher or found elsewhere, even if discontinuously and not completely autonomously.

**BASE** → The pupil completes tasks only in known situations and using the resources provided by the teacher, either autonomously but discontinuously, or not autonomously but continuously.

**IN VIA DI PRIMA ACQUISIZIONE** → The pupil completes tasks only in known situations and only with the support of the teacher and specially provided resources.

As provided for in the ordinance, the evaluation of pupils with certified disabilities is expressed by descriptive judgments consistent with the individualized educational plan prepared by the co-teachers of the class according to the methods provided for in Legislative Decree No. 66 of April 13, 2017. The evaluation of students with specific learning disorders takes into account the personalized educational plan prepared by the co-owning teachers of the class in accordance with Law No. 170 of 8 October 2010. Similarly, in the case of pupils with other special educational needs, the learning levels of the disciplines are adapted to the objectives of the specific planning, developed with the personalized educational plan. For the first term of the school year 2020/2021, given the time constraints between the release of the legislation and the deadline for the mid-term evaluation, these learning levels have been directly related to the individual disciplines. During the second quarter, however, the in itinere tests will be evaluated through the following judgments: fully acquired (ACQUISITO PIENAMENTE), acquired (ACQUISITO), partially acquired (PARZIALMENTE ACQUISITO) and not acquired (NON ACQUISITO); on the evaluation document, each significant objective will be evaluated through the four levels of learning.