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Ministero dell'Istruzione, dell'Università e della Ricerca
Dipartimento per la programmazione e la Gestione delle
Risorse Umane, Finanziarie e Strutturali
Direzione Generale per interventi in materia di Edilizia
Scolastica per la gestione dei Fondi Strutturali per
l'Istruzione e per l'Innovazione Digitale
Ufficio IV

PER LA SCUOLA - COMPETENZE E AMBIENTI PER L'APPRENDIMENTO (FSE-FESR)



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Circ. n. 102

Alle famiglie
e p.c. ai docenti
IC 8 di Modena

Oggetto: Evaluations for descriptive assessment at Primary School

This is to inform the families that - according to the provisions of the Ministerial Ordinance of 4 December 2020 and the corresponding Guidelines - from the first four months of the year, we will be using a new method for the regular and final assessment. This is aimed at replacing the numerical grade on a decimal basis with a descriptive evaluation referring to the following four levels:

- ADVANCED
- INTERMEDIATE
- ELEMENTARY
- BEGINNER

The four aforementioned levels are articulated taking into account the following four dimensions that characterize learning:

- a) the pupil's autonomy in showing the learning manifestation described in a specific objective. The pupil's activity is considered completely independent when there is no direct intervention by the teacher;
- b) the type of situation (known or unknown) within which the pupil shows that he has achieved the goal. A known activity can be one that has already been introduced by the teacher as an example or repeated several times in similar forms for carrying out exercises or tasks of an executive type. On the contrary, an unknown situation is presented to the student as new, introduced for the first time in that form and without any specific indications regarding the type of procedure to use;
- c) the resources mobilized to complete the task. The pupil uses resources specifically prepared by the teacher to support the learning process found spontaneously in the learning context or previously acquired in informal and formal contexts;
- d) continuity in the manifestation of learning. There is continuity when a learning process is performed several times or as many times as it is necessary or expected. There is no continuity when learning occurs only sporadically or never.

According to what was established in the collective session of 22 January 2021, the learning levels (advanced, intermediate, elementary, beginner) are described taking into account the combination of the dimensions defined above and described in the two elements characterizing the learning objectives: knowledge and actions / skills implemented in the learning process. They have therefore been described as per following table:

Modello A		
LEVELS	KNOWLEDGES	SKILLS
Advanced	Extensive, complete, very thorough knowledge	Skills have been fully achieved and mastered, applied with autonomy and continuity including new situations. Considerable ability to synthesize information, original and creative reinterpretation of resources either provided by the teacher or found elsewhere,
Intermediate	Satisfactorily complete, orderly and structured core knowledge	Skills have been achieved with significant confidence and autonomy, are consistently applied especially in known situations. Adequate ability to synthesize information using resources provided by the teacher or found elsewhere; satisfactory and often original reinterpretation
Elementary	Basic knowledge, sufficiently organised and consistent	Skills have been achieved at an essential level and applied independently in simple situations and known contexts with the support of resources provided by the teacher.
Beginner	Partial and approximate knowledge	Skills have not been achieved yet. Guided application only and in known situations with the support of resources specifically provided by the teacher.

According to the resolution of the Teaching Board in the session of 22 January 2021, these levels will be referred for the first quarter to the founding cores of the disciplines identified by our Institute Curriculum and selected for parallel classes as indicated in the following table:

Modello B					
Skills	Year 1	Year 2	Year 3	Year 4	Year 5
ITALIAN					

Listening and speaking	x	x	x	x	x
Reading	x	x	x	x	x
Writing	x	x	x	x	x
Acquisition and development of the receptive and productive vocabulary		x	x	x	x
Elements of explicit grammar and reflection on the uses of the language		x	x	x	x
ENGLISH SUBJECT					
Listening (listening comprehension)	x	x	x	x	x
Spoken (oral production and interaction)		x	x	x	x
Reading (written comprehension)			x	x	x
Writing (written production)				x	x
HISTORY					
Use of sources	x	x	x	x	x
Organization of information		x	x	x	x
Conceptual tools			x	x	x
Written and oral production			x	x	x
CIVIC					
Civil coexistence and the Constitution	x	x	x	x	x
Sustainable Development		x	x	x	x
Digital Citizenship					x
GEOGRAPHY					
Orientation	x	x	x	x	x
Language of geo-graphics			x	x	x
Landscape		x	x	x	x
Region and territorial system				x	x
MATHEMATICS					
Numbers	x	x	x	x	x
Space and figures		x	x	x	x
Reports, data, forecasts			x	x	x
Problem Solving	x	x	x	x	x
SCIENCE					
Exploration and description of objects and materials	x	x	x	x	x
Observation and experimentation in the field	x	x	x	x	x
Man, living creatures and environment	x	x	x	x	x
MUSIC					
Listening and perception experience	x	x	x	x	x
Production	x	x	x	x	x
ART AND IMAGINE					
Personal expression and communication, express yourself and communicate	x	x	x	x	x
Observation and reading of images Observe and read the	x	x	x	x	x

images					
Understanding and appreciating works of art (artworks)				x	x
PHISICAL EDUCATION					
The body and its relationship with space and time	x	x	x	x	x
Body language as a way of expression an expressive communication modality	x	x	x	x	x
Games, sport, -rules and fair play	x	x	x	x	x
Health & Safety, fitness and well-being, prevention			x	x	x
TECHNOLOGY					
watch and observe	x	x	x	x	x
Predict and imagine	x		x	x	x
Intervene and transform				x	x

Each nucleus corresponds to a level so that in Italian, for example, for Listening and Speaking, the student can achieve an advanced level while for reading or writing he has an intermediate level.

The advantage of this method of evaluation is to give students and their families a transparent and explicit indication of the learning process by sharing the stages of the process, clearly stating the goals to be achieved or reinforced also through a suitable dialogue between teachers and families so to ensure a timely information about the criteria and the results of the assessments carried out.

This will restore the evaluation to its original value of supporting the learning process and not marking it out with a number that doesn't contribute to the learning process and to all the related aspects (cognitive, metacognitive, emotional and relational).

Ongoing evaluation

In line with the methods and criteria of assessment stated in the three-year Plan of the Educational Offer, the ongoing assessment remains expressed in the forms the teacher considers appropriate and which are returned to the student.

Overall assessment, assessment of personal conduct, of Catholic religion studies or-alternative subject

The methods for the description of the process and the overall learning development, the assessment of behavior and of the Catholic religion studies or the alternative subject remain unchanged, as per article 2, paragraphs 3, 5, 7 of Legislative Decree 62/2017.

Assessment of SEN pupils

Assessment of pupils with certified disabilities is expressed with descriptive evaluation as per the objectives stated in the IEP prepared pursuant to Legislative Decree 66 of 13 April 2017; the assessment of pupils with specific learning disabilities takes into account the PdP developed in accordance with law 170 of 8 October 2010.

The Evaluation Document

In compliance with Legislative Decree n. 62/2017 and Presidential Decree No. 275/1999, our school, in the legal exercise of its autonomy, draws up the Evaluation Document according to criteria of effectiveness and transparency of communication towards pupils and parents.

It will necessarily contain:

- subjects;
- focal points;
- level;
- a legend describing the levels based on the learning dimensions.

For further information, please refer to the Ministry of Education website which has a specific section at the link <https://www.ificazione.it/valutazione-scuola-primaria/index.html> where it is possible to find various useful documents, regulatory references, educational and informative webinars and a list of faq (quick answers to the most frequently asked questions).

Il Dirigente Scolastico
Prof.ssa Anastasia Cantile

Firma autografa omessa ai sensi dell'artt. 3, comma 2,
del D.Lgs. n. 39/1993 e 47 del D. Lgs. n. 82/2005