



The assessment of competences for the recognition of credits in the second period-first level courses in the CPIA



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These Guidelines are dedicated to the actual implementation of the credit recognition process in the CPIA: in fact, they describe the criteria and methods to be used to establish the possession of the 16 skills expected as a result of the second didactic period of the first level learning pathways of the CPIA, and propose a series of tests built precisely on the basis of the criteria described. These criteria and tests are the result of the work carried out by a group of about 50 CPIA teachers together with the OECD Working Group as part of the project “Improving the recognition of competences and development of individual learning pathways by the CPIA in Italy”: these are therefore indications that have been formulated, discussed and improved always taking into account the structural and organisational peculiarities of adult education.

The tables

In the following pages, 16 tables are presented relating to each competence envisaged as a result of the courses of the second didactic period of the first level. The tables are grouped by cultural axes, according to the order established in the 2015 ministerial guidelines (Decree of 12 March 2015). Each of the 16 tables contains, in order, the following elements:

- The reference knowledge and skills for the competence in question: the choice of knowledge and skills does not follow pre-determined criteria but is entrusted to the teachers, who can decide whether to base themselves on what is indicated in the tables. In drawing up these guidelines, the selection of knowledge and skills is also preparatory and functional to building the tangible proof presented in the section below. There are about 3-4 skills and knowledge identified for each competence.
- The test typology and format: indications provided in this field show whether the test is oral or written, and if written, if it entails multiple-choice, short open-ended or long open-ended questions (in the latter case, there may also be the production of an actual text). If an oral test, the choice is between an individual oral test (a kind of monologue) or an interactive oral test.

- Test structure and content: the indications provided here are a summary but full description of the division and content of the test (how many exercises and what type of exercises, the topics addressed) with the possible inclusion of indications about any instrumental or media support materials (e.g. The use of images-prompts) or the rate of difficulty to use or change.
- Assessment criteria: indications are provided about the weight of each test, expressed as a percentage, and on aspects (usually called “dimensions”) to focus attention on for the purpose of the assessment.
- Duration of the test: the last section provides indications about the duration of the test and also on the practical methods to use to administer the test. If the test comprises several exercises, indications are given about how long each Exercise should take.

The tests

Each of the 16 tables relating to the 16 objective competences is accompanied by examples of tests carried out according to the indications contained in the various fields illustrated above: each test in fact puts into practice the criteria defined by the sheet and presents exercises that meet the identified parameters.

Let's take as an example the test created to evaluate the possession of the first competence relating to the axis of languages (“Mastering the expressive and argumentative tools essential to manage verbal communicative interaction in various contexts”). From the information contained in the field “Type and format of the test” it is clear that there are two exercises, both oral, one individual and another interactive.

Test format

- | | |
|--|--|
| <input type="checkbox"/> Written | <input type="checkbox"/> Multiple choice |
| | <input type="checkbox"/> Short open-ended questions |
| | <input type="checkbox"/> Long open-ended questions or production of a text |
| <input checked="" type="checkbox"/> Oral | <input checked="" type="checkbox"/> Individual oral test |
| | <input checked="" type="checkbox"/> Interactive oral test |

As a first exercise, an individual oral test was therefore proposed which is introduced by the image of a train and is linked to the experience of traveling by train (reality test, as indicated in the next field “Structure and content of the test”). The use of different language registers is also encouraged for the two exercises (formal and informal) and it is possible to use images or videos as a stimulus and support (there is, in fact, the image of a train).

Test structure and content

The test will be divided into two parts and includes an individual oral test and an interactive oral test.

Both the exercises will be in the form of a reality test. This means that the topic must be linked to an everyday life situation connected with a public or work context - for example, persuading, finding solutions, solving problem, The use of different language registers (formal and informal) is also encouraged for the two exercises.

If considered necessary, the Panel can plan the use of a video or image to introduce topics of interest.

In the field describing the scoring criteria we see that the test we are examining is worth 40% of the total. The form also indicates on which aspects the teacher will have to focus the evaluation: grammatical aspects, related to the register, lexical variety and ability to express one's point of view. In the last field it is specified that the test has an estimated duration of 5 minutes (excluding the time of presentation of the test).

Score allocation criteria

The weight of the exercises is divided as shown below:

- Individual oral test: 40%;
- Interactive oral test: 60%.

Among the criteria used for assessing the test and allocating a score, the following dimensions must be considered of particular importance:

- Correct use of grammar, with particular attention to verb morphology (the correct choice of verb tenses and modes in relation to the communicative purposes) and syntax in a complex sentence (correct selection of verb categories depending on the conjunctions used).
- Choice of correct register
- Clarity in expression
- Variety of vocabulary used
- Comprehension of any video viewed
- Ability to express and elaborate one's own point of view

Create an inventory of (good) tests

Although these test examples can be used as they are presented, each CPIA should have a range of equivalent tests, in line with the criteria identified in the previous section. Only experience and experimenting in the field can decide whether a test is really adapted to the Centre's type of users. The important thing is that the panel reflects beforehand, to take into consideration the general principles that have been discussed above and that internal consistency throughout the assessment process is guaranteed.

In order for the construction of tests to be carried out correctly, certain fundamental principles must be respected, which serve to ensure the validity and reliability of the tests and the correct construction of the items,¹ that are the questions that make up a structured test. These principles are summarised and exemplified in the following paragraphs, in order to provide teachers with simple but methodologically well-founded operational indications that can guide them in their work of continuous improvement of the evaluation process.

¹ The term "question" used instead of "item" is not entirely correct, as (a) the item is not always written as a question, but can also be a statement or a part sentence which must be completed, and (b) the possible/alternative answers that the student has to choose from also form a part of the item. As for other indications, a decision to simplify terms and concepts for this definition was made in order to aid of a better, faster understanding

Validity and soundness

A well-built test is, above all, a valid, reliable (or trustworthy) test. In particular, a test is valid when the results of the findings that are recorded through its implementation are consistent with the aims that are intended to be pursued. In other terms, a test is valid when it measures exactly what it intends to measure. This is not a trivial definition. For example, introducing an assessment criterion for spelling correctness in a test that should measure test comprehension threatens the test's validity. In the same way, a mathematics question formulated in a way that is too difficult to understand could mean a low score that does not actually measure mathematics competence, but the ability to understand the question.

Validity can be limited by two particular cognitive biases: the halo effect (that occurs when a trait extraneous to the assessment influences the assessment) and the stereotype effect (that occurs when the representation built up of a student influences the assessment). Building tests that can easily be administered by different teachers eliminates these risks.

A test is reliable when the results obtained are the same whoever corrects them and remain the same when they are the result of further correcting by the same person. To understand better, think of weighing scales that gives very different readings each time a person steps onto them, regardless of whether their weight has changed.

This type of weighing scales is not reliable. However, we can have the case of weighing scales that always show “an extra kilo”: these are reliable scales because they constantly show the same weight every day, but they are not valid scales, as they always add one kilo onto the real weight: it is not a valid measurement of the weight.

A test’s reliability can be harmed by special cognitive biases, such as the Pygmalion effect (if the teacher is convinced that the student can be successful, they try to foster that and vice versa), the contrast effect (a student who is assessed after a very good one can seem to be less able than they actually are) and the forced distribution of results bias (after several negative assessments, scores tend to be increased to rebalance the situation). What is said above regarding validity also applies to reliability: building tests that are easy to administer by different teachers eliminates these risks.

Correct construction of items


The main criterion for building good tests, therefore good items, is clarity. Guaranteeing clarity in formulating all parts of the test means making sure that the test is well built. Clarity means simplicity and linearity in formulating questions, and also selecting stimuli-texts that are not just suited to finding the answers, but also to the reading and comprehension skills of those taking the test. In other words, the stimulus-text must have

a suitable readability level for its recipients - a very important characteristic when considering the CPIA catchment basin.

There are precise calculations to use when determining a text’s readability and also software that do the calculations automatically, but also without these tools, some simple rules can be followed to obtain clear, suitable stimulus-texts that are suited to the purpose. For example, it is necessary to avoid complex sentences with various subordinate clauses, double negatives, idiomatic or jargon or sectoral language. Also, in multiple-choice questions, it is advisable to avoid using absolute terms such as “never” or “always”, which may create confusion.

Although very popular with teachers, multiple-choice questions are some of the most difficult to build. It may therefore be of use to remember some basic rules that ensure their correctness, for example:

- Write questions so that there is only one correct answer;
- Make sure that the incorrect answers (distractors) are plausible;
- Make sure that the distractors are independent, otherwise they may suggest the answer to a previous or subsequent questions;


- 
- Make sure that the distractors are syntactically correct and complete the introductory sentence syntactically;
 - Include three to five options for each question;
 - Make sure that the position of the correct answer (e.g. a, b, c, d) changes randomly from item to item;
 - Make sure that the length of the answers is more or less the same for each question;
 - Prefer positive formulations, avoiding words such as “not” and “except”, and, if impossible to exclude, highlight the negative words (for example, “which of the following is not an example of ...?”);
 - Avoid using answers that refer to other answers (for example “all the above answers” and “none of the above answers”) as this does not allow the student to know what the actual correct answer is.

Ensure the correct correspondence between competences, knowledge and skills

During the construction of the materials, a series of problems emerged related directly or indirectly to the selection, for each competence, of the corresponding knowledge and skills, choosing them from the repertoire proposed by the 2015 ministerial guidelines. This correspondence is not always an easy operation, both because the levels of detail between skills, knowledge and skills are very different from each other, and because each choice directly conditions the type and format of tests, generating evaluation difficulties that are not always predictable.

Therefore, the main problems that emerged during this phase of the work are reported below, so that their heuristic value emerges, since these are difficulties that highlight important, sometimes unavoidable, elements of the evaluation process.

A recurring observation was that relating to the difficulty of the tests, which in several cases would have been too high for users. In this regard, it is important to underline a fundamental aspect. According to the structural constraint of the total recognition of competence, the tests are used to verify whether the candidate already possesses, completely, the competences that he should acquire during the year.



It follows that we cannot rely on trivial or incomplete tests: if the outcome of these checks is negative, the candidate will simply follow the entire expected path, as if the credit recognition process had never taken place. We also remember that the recognition of credits is a great opportunity that the adult education system offers to its students and must be treated as such: it cannot be considered a formality nor, on the other hand, is it something suitable for everyone. – the administration of the tests is in fact a precise decision that the teacher takes following the reception and orientation operations.

A question related to that of the excessive difficulty of the tests is that of the Eurocentrism of the contents, which would often be too centred on European and Western culture in general. Also with respect to this objection it is necessary to refer to the aforementioned characteristics of the credit recognition process as a procedure, in some respects, strictly bound by ministerial regulations: if we take for example the contents of competence 7, it is necessary to move within the context of the reference knowledge, which explicitly include “Greek civilization, Roman civilization, etc.”. On the other hand, the 16 target competences contribute to defining the profile of a citizen who may or may not be an Italian native, but who has, in any case, the precise

will to live and work in a European and Western society, whose symbolic codes, even of a historical nature, must therefore know and dominate.

Finally, there is the problem of how to effectively privilege skills, avoiding focusing only on knowledge and falling into notionism, as is easily the case especially when skills such as historical or mathematical skills must be tested. The tests that are in the following pages can always be improved for this aspect as well. However, it should be noted that the attention to skill and competence can be hidden by the wording of the item, giving rise to misunderstandings. For example, in the proficiency test 9, it may seem that you are only required to read the two resumes and master some technical terms. In reality, the identification of specific contents (such as the economic sector in which the candidate worked) presupposes a series of things that are, together, knowledge and skills: knowing how the curriculum tool is made, knowing how it is structured the productive world and knowing how to retrieve technical information. These operations are the ones that must be carried out both to analyse the labour market and to propose oneself to potential employers – they are therefore not trivial or simply terminological operations.

Competence 1.

To master the vital tools of expression and discussion to manage verbal communicative interaction in various contexts.

Competence 2.

To read, understand and interpret various types of written texts.

Competence 3.

To produce various types of texts for different communicative purposes.

Competence 4.

To use the basic tools for a mindful use of artistic and literary heritage.

Competence 5.

To use the English language for the main communicative and operational purposes.

Competence 6.

To produce various types of text in English for different communicative purposes.

Competence 1.

To master the vital tools of expression and discussion to manage verbal communicative interaction in various contexts.

Table

Reference knowledge

- The basic system and structures of the Italian languages at various levels: phonology, spelling, morphology, verb and simple sentence syntax, complex sentences, vocabulary.
- Communication structures and the language forms of oral expression.
- Essential aspects of the evolution of the Italian language over time and in space and of the socio-linguistic dimension (modern Italian registers, differences between written and spoken language, relationship with dialects).

Reference skills

- Listening to and understanding, both overall and in the various parts, articulated and complex texts of various kinds; using methods and tools to memorize basic concepts, e.g. notes, lists, maps.
- As part of verbal production and interaction, through active, mindful listening, mastering communication situations, bearing in mind the aim, the context and recipients.
- Expressing and maintaining one's own point of view and recognizing that of others.
- Reflecting on language from a lexical, morphological and syntactic point of view

Test format

- Written
- Multiple choice
- Short open-ended questions
- Long open-ended questions or production of a text
- Oral
- Individual oral test
- Interactive oral test

Test content

The test will be divided into two parts and includes an individual oral test and an interactive oral test.

Both the exercises will be in the form of a reality test. This means that the topic must be linked to an everyday life situation connected with a public or work context – for example, persuading, finding solutions, solving problem, The use of different language registers (formal and informal) is also encouraged for the two exercises.

If considered necessary, the Panel can plan the use of a video or image to introduce topics of interest.

Competence 1.

To master the vital tools of expression and discussion to manage verbal communicative interaction in various contexts

Table

Score allocation criteria

The weight of the exercises is divided as shown below:

- Individual oral test: 40%;
- Interactive oral test: 60%.

Among the criteria used for assessing the test and allocating a score, the following dimensions must be considered of particular importance:

- Correct use of grammar, with particular attention to verb morphology (the correct choice of verb tenses and modes in relation to the communicative purposes) and syntax in a complex sentence (correct selection of verb categories depending on the conjunctions used).
- Choice of correct register
- Clarity in expression
- Variety of vocabulary used
- Comprehension of any video viewed
- Ability to express and elaborate one's own point of view

Duration of test

The two exercises have a total duration of maximum 15 minutes (excluding the time for the teacher to introduce the test and for the student to prepare), divided as follows:

- Individual oral test: 5 minutes;
- Interactive oral test: 10 minutes.

Competence 1.

To master the vital tools of expression and discussion to manage verbal communicative interaction in various contexts

Test

Exercise 1 - Individual oral test

Look at the image below.



Speak of your experience with this method of transport. You can find a number of questions below to help you:

- Have you ever traveled by train?
- Do you like this method of transport?
- Which type of transport do you use most often?
- What type of transport do you prefer?
- What was your last trip?

Exercise 2 - Interactive oral test

Your employer has placed you on the evening shift for the second week in a row, without notifying you beforehand. You have various commitments in the evening that week and you cannot work. You have made an appointment with your employer to explain the situation. Also, try to make him realize that it would be fairer to alternate shifts with other colleagues. Speak to your employer (impersonated by your teacher) and answer their questions.

Outline for the teacher:

- Formal greetings between employee and employer
- Why have you asked to see me?
- What can be done to solve the problem?
- Have you discussed any possible solutions with your colleagues?
- Are there any other work matters you wish to discuss with me?

To read, understand and interpret various types of written texts.

Table

Reference knowledge

- Text production methods; syntax in a sentence and user of connectors; punctuation; variety of vocabulary, including concepts, relating to communication contexts.
- Essential structures of descriptive, explanatory, narrative, expressive, assessment-interpretive, discussion, regulatory texts.
- Modes and techniques relating to text competence: summarizing, headline, paraphrase, report, structure hypertexts, etc.
- Essential aspects of the evolution of the Italian language over time and in space, and of the socio-linguistic dimension (modern Italian register, differences between written and spoken language, relationship with dialects).

Reference skills

- Listening to and understanding, both overall and in the various parts, articulated and complex texts of various kinds; using methods and tools to memorize basic concepts, e.g. notes, lists, maps.
- Applying reading techniques, strategies and methods for different purposes and contexts.
- Apply ordered knowledge of Italian language structures to the various levels of the system.
- Reflecting on language from a lexical, morphological and syntactic point of view

Test format

- Written
- Multiple choice
- Short open-ended questions
- Long open-ended questions or production of a text
- Oral
- Individual oral test
- Interactive oral test

Test content

The test will be divided into three parts, as shown below:

- Comprehension of an educational text, such as short newspaper or magazine articles, and evaluated using a number of short open-ended or multiple-choice questions.
- Comprehension of an informational text, linked to aspects of daily life (e.g. advertisements, notices, instructions on how to carry out a task) evaluated via a number of short open-ended or multiple-choice questions
- 5 grammar exercises of various kinds to be chosen by the teacher, evaluated via a number of short open-ended or multiple-choice questions

Competence 2.

To read, understand and interpret various types of written texts.

Table

Assessment criteria

The weight of the exercises is divided as shown below:

- Comprehension of an educational text: 40%;
- Comprehension of an informational text: 40%;
- Grammar exercises: 20%.

Among the criteria for assessing the test and allocating a score, the following dimensions must be considered of particular importance:

- Overall and analytical comprehension of different types of text
- Clarity in expression
- Precision in vocabulary used
- Knowledge of grammar, with particular emphasis on syntax in simple and complex sentences

Duration of test

The three exercises have a total duration of 60 minutes maximum, divided as follows:

- Comprehension of an educational text: 25 minutes;
- Comprehension of an informational text: 25 minutes;
- Grammar exercises: 10 minutes.

Competence 2.

To read, understand and interpret various types of written texts.

Test

Exercise 1 – Written test with short open-ended or multiple-choice questions

17

There are not many statues of women in Italian cities, and this reinforces stereotypes

Public spaces convey collective messages and values. To understand which, the presence of monuments dedicated to women, or lack thereof, is a hint to understanding which. The cultural heritage professionals group “Mi riconosci?” recorded them. In Italy, there are just 148 statues of women (excluding mythological figures such as Venus or the Virgin Mary) and only one third of these is in a square. As a whole, Rome, Naples, Milan, Turin, Florence, Bologna, Bari, Palermo, Cagliari and Venice have a total of 20 monuments, only eight of which are fully body statues. They are almost always wives, mothers, resistance fighters, washerwomen, or religious figures. There are very few of women who actually lives. One exception is Anita Garibaldi, remembered with her husband’s surname and often represented together with him.

In Bari, where there are two female statues, the “woman of the water” is portrayed being buffeted by the wind while saying goodbye to the man leaving by sea. The inscription says: “To the woman of the water, a universal symbol of women, who gives light to men. To wives, the keeper of the home and ancient memories”. The stereotype of the suffering woman is alternated with highly sexualized naked bodies. In Acquapendente, the journalists Ilaria Alpi and Maria Grazia Cutuli, killed in the line of duty, are portrayed naked. Another widespread choice is to make the women portrayed seem younger. Cristina Trivulzio di Belgiojoso is remembered for her social work, continued into her later years. However, in Milan she is portrayed as a twenty-year-old.

“The aim of this census”, says Ludovica Piazzini from the group *Mi riconosci?*- was not so much to know how many female monuments there are in Italy, but to know how women are portrayed in public spaces. About half of the statues have been created in the last twenty years, which indicates that a lack of female statues was perceived. However, the woman’s image is still stereotyped: public spaces are still designed by men for men. In some cases, the female monuments respond to the desire to increase tourism rather than to pay tributes to women. Before speaking about any new female statues, we need to reflect somewhat on what already exists and why, and what type of message public spaces convey”.

(Taken from an article in *L’Essenziale*)

Competence 2.

To read, understand and interpret various types of written texts.

Test

1. In the article, it is stated that:

- There are no female monuments in Italian squares
- Most Italian female monuments are located in squares
- Italian squares do not have many female statues

2. Most statues dedicated to women portray:

- Women who have distinguished themselves in life for their courage or particular enterprises
- Symbolic figures linked to motherhood and the role of being a wife
- Women who died in the workplace

3. In the interview, Ludovica Piazzini says that public space is still designed by men for men. This means that:

- Men do not want to portray female figures
- There aren't many female figures worthy of being portrayed
- The stereotype of a woman is still predominant in men's view

4. According to Ludovica Piazzini, the most important thing is:

- Getting more female statues into Italian squares
- Replacing the existing female statues with others, avoiding naked portrayals
- Rethinking the model of women to be displayed in public spaces

5. The article that contains a rather critical analysis of the situation also has some positive information. What do you think that is?

Competence 2.

To read, understand and interpret various types of written texts.

Test

Exercise 2 - Written test with short open-ended or multiple-choice questions

19

LaVeloce - The Automatic Launderette

LaVeloce is your self-service launderette present throughout the country with more than 60 branches. .

How to wash cloths in a self-service launderette:

Choose the size of the washing machine that is most suited to your laundry (up to 8 kg, up to 13 kg or up to 18 kg).

- Empty the pockets of your clothes and separate light colors from dark.
- Put the washing in the washing machine and close the door.
- Pour the detergent and softener into the right compartments.
- Pay at the automatic machine and select the washing program.
- Set the temperature:
 - 30° for delicate, colored and synthetic garments;
 - 40° for delicate, colored and resistant garments; mixed fiber fabrics;
 - 60° for cotton, linen, hemp clothes, whites or resistant colors;
 - 90° for highly resistant garments or fabrics.

Press the start button to start the washing machine. The washing cycle lasts about 60 minutes. The green light appears when the washing cycle has finished.



Competence 2.

To read, understand and interpret various types of written texts.

Test

1. La Veloce is:

- A traditional launderette
- A washing machine shop
- A chain of launderettes

2. All at once, you can wash maximum:

- 30 kg of laundry
- 18 kg of laundry
- 23 kg of laundry

3. You pay for the wash:

- At the start
- At the end
- To the manager

4. The washing cycle:

- Varies in length depending on weight
- Lasts about one hour
- Lasts about half an hour

5. When the wash has finished:

- A sound is emitted
- A light turns on
- The washing machine door opens

6. You have a basket with 10 kg of heavyweight work overalls. What type of washing machine and which program would you choose for the best wash?

Competence 2.

To read, understand and interpret various types of written texts.

Test

Exercise 3 - Written test with short open-ended or multiple-choice questions

21

1. Complete the following sentences with a suitable subject:

- _____ is open from 15:00 to 19:30.
- _____ has been booked by the referee.
- _____ have bought the latest style of skirts and tops.
- _____ will recite poems by famous authors in the square.

2. Underline the subject in each sentence:

- The air is cool on spring days.
- Making a hole in a tile is a delicate operation.
- Somebody told me about you.
- In physics, the names of the units of measurement often come from the names of famous scientists.
- The water from our sea evaporated over 5 million years ago.
- For the ancient Egyptians, life after death was a journey full of traps and obstacles.

3. State the meaning of the following terms from among the ones suggested:

- Notoriety: fame / talent / passion
- Far and wide: everywhere/for a long time/slowly
- To knot: to write/to tie/to wrap

4. Complete by conjugating the verb shown in brackets in the suitable mode and tense.

- When I have finished dinner, _____ (come) to your house.
- If my aunt _____ (to gift) me a cat, I would cuddle it all day long.
- Tobia met Emma and _____ (to greet) her.
- All the children in the class ate pizza and _____ (to drink) iced tea.

5. Find the feminine singular nouns in the text in point 4 above and transform them into feminine plural nouns.

- _____
- _____
- _____
- _____

Competence 3.

To produce various types of texts for different communicative purposes.

Table

Reference knowledge

- The basic system and structures of the Italian languages at various levels: phonology, spelling, morphology, verb and simple sentence syntax, complex sentences, vocabulary.
- Text production methods; syntax in a sentence and user of connectors; punctuation; variety of vocabulary, including concepts, relating to communication contexts.
- Essential structures of descriptive, explanatory, narrative, expressive, assessment-interpretive, discussion, regulatory texts.
- Modes and techniques relating to text competence: summarizing, headline, paraphrase, report, structure hypertexts, etc.

Reference skills

- Applying ordered knowledge of Italian language structures to the various levels of the system.
- Expressing and maintaining one's own point of view and recognizing that of others.
- As part of written work, creating and structuring various types of texts, correctly using vocabulary, syntax and grammar rules, for example, to summarize, headline, paraphrase, report, discuss, and structure hypertexts, etc.
- Reflecting on language from a lexical, morphological and syntactic point of view

Test format

- Written
- Multiple choice
- Short open-ended questions
- Long open-ended questions or production of a text
- Oral
- Individual oral test
- Interactive oral test

Test content

The test will be divided into two parts and includes the production of two written texts which must respond to the following criteria:

- One text based on a private experience (for example, describe a place you know, or tell the story of something you have experienced) with a maximum of 120 words;
- One text relating to a public or professional context (e.g. in response to an advertisement or a job offer) with a maximum of 80 words.

The number of words for each test is given approximately to the teacher who, can present it to the student in terms of lines, pages, or fixed-number pages, if they so prefer.

Competence 3.

To produce various types of texts for different communicative purposes.

Table

Assessment criteria

The weight of the exercises is divided as shown below:

- Text based on a private experience: 50%;
- Text based on a public or professional experience: 50%.

Among the criteria for assessing the test and allocating a score, the following dimensions must be considered of particular importance:

- Correct use of syntax, with particular reference to subordinating conjunctions and the selection of grammatical categories required by the conjunctions used
- Clarity in explanation
- Variety of vocabulary used
- Textual consistency and cohesion
- Ability to express one's point of view

Duration of test

The two exercises last overall for 60 minutes maximum and are divided as follows:

- Text based on a private experience: 30 minutes;
- Text based on a public or professional experience: 30 minutes.

Competence 3.

To produce various types of texts for different communicative purposes.


Test

Exercise 1 - Written test with long open-ended questions

Describe a place linked to your childhood memories and explain why you still feel it is special.

Exercise 2 - Written test with long open-ended questions

At the start of March, you traveled by train from Reggio Calabria to Venice Mestre, and given the length of the journey, you chose a cabin for sleeping. Unfortunately, the place allocated to you was in a dirty cabin, with a broken bed and a light that didn't work. Write a complaint to Italtreni. Use the form below.

COMPLAINT FORM		
Personal details		
Name: _____	Surname: _____	
Address: _____	Email: _____	
Information about the complaint		
Date of the event: _____	Arrival station: _____	
Departure station: _____		
Problem encountered		

To use the basic tools for a mindful use of artistic and literary heritage.

Table

Reference knowledge

- Essential aspects of the evolution of the Italian language over time and in space and of the socio-linguistic dimension (modern Italian registers, differences between written and spoken language, relationship with dialects).
- Essential literary text analysis methods (literary types, metrics, figures of speech, etc.).
- Significant works and authors in the literary and cultural traditions of Italy, Europe and other countries, included scientific and technical.

Reference skills

- Reflecting on language from a lexical, morphological and syntactic point of view
- Reading and commenting significant prose and poetry taken from Italian and foreign literature.
- Recognizing the specific characteristics of literary phenomena, using the basic methods of text analysis (for example, literature genre, metrics and figures of speech).

Test format

- Written
- Multiple choice
- Short open-ended questions
- Long open-ended questions or production of a text
- Oral
- Individual oral test
- Interactive oral test

Test content

The test will be divided into two parts and includes the following exercises:

- The interpretation of a work of art (painting, sculpture, architectural monument). Based on the image provided, the student will be asked to answer multiple-choice questions and write a text of maximum 50 words. The text does not necessarily have to presume that the student knows the work of art, but will be focused on their observation skills and personal interpretation; of the various dimensions the text can be focused on, it could be describing the subject matter, the place, colors, people or items portrayed and express personal impressions.
- Comprehension of an Italian literature text, evaluated using open-ended questions of various lengths, in ascending order of difficulty.

Competence 4.

To use the basic tools for a mindful use of artistic and literary heritage.

Table

Assessment criteria

The weight of the exercises is divided as shown below:

- Interpretation of a work of art: 50%;
- Comprehension of an Italian literature text: 50%.

Among the criteria for assessing the test and allocating a score, the following dimensions must be considered of particular importance:

- Comprehension of the proposed text
- Analysis and interpretation skills
- Relevance of terminology used
- Correct use of grammar, with particular reference to complex sentence syntax

Duration of test

The two exercises have a total duration of 60 minutes maximum, divided as follows:

- Interpretation of a work of art: 30 minutes;
- Comprehension of an Italian literature text: 30 minutes.

Competence 4.

To use the basic tools for a mindful use of artistic and literary heritage.

Test

Exercise 1 - Written test with short open-ended or multiple-choice questions

27



1. Which square do these images portray?
 - Piazza Navona in Rome
 - Piazza del Campo in Siena
 - Piazza San Marco in Venice
2. Which image is a painting? Which elements help you to discover that
3. Which elements strike you in the painting? Describe the place, colors, people and express your own impression.
4. Which representation is before and which after? How did you realize that?
5. Comparing the two images, can you say which changes you have seen in the buildings? Would you know how to explain what these changes are due to?

Competence 4.

To use the basic tools for a mindful use of artistic and literary heritage.

Test

Exercise 2 - Written test with short open-ended or multiple-choice questions

28

Everyone understands how commendable it is for a prince to keep his word, live honestly and not deceive others. However, modern-day experience has also made us realize that those princes that didn't keep their word cunningly managed to fool people's minds and, in the end, overtake the ones who acted loyally.

You should therefore know that there are two ways to fight, one using laws, the other using force. The former belongs to men, the latter to animals, but as the former is sometimes not enough, it makes sense to use the latter. Therefore a prince needs to know how to use men and animals. This teaching was given to princes by ancient writers through mythology, when they tell of how Achilles, and many other ancient princes, were raised by the centaur Chiron who educated them by his rules. Having a tutor who is half man half animal means that a prince must know how to use both kinds, as one cannot last at length without the other.

A prince, therefore, must know how to be an animal and behave like a fox and like a lion, as the lion does not know how to protect itself from traps and the fox does not know how to defend itself against wolves. It is necessary to be a fox to recognize traps and a lion to scare the wolves. Those who are just lions will never know the art of ruling. That is why a wise man cannot and must not keep a promise if it damages him and the reasons that made him promise no longer exist. If men were all good, this would not be a good rule; but there are evil men who will not respect your promise, you are not obliged to keep your word with them. A prince always has good reasons to justify his disregard. There are endless examples of this in recent history that show how many concords, how many promises have been disregarded due to the disloyalty of princes: and those among them who knew how to be a fox, are the ones that had most success. However, you must hide this fox-like nature well and be good simulators and dissimulators, as men are truly naive and so preoccupied with current necessities that anyone wishing to deceive will always find someone wishing to be deceived.

(Adapted from *The Prince* by Niccolò Machiavelli)

Competence 4.

To use the basic tools for a mindful use of artistic and literary heritage.

Test

1. Machiavelli says that a prince should be:

- honest
- astute

2. Machiavelli uses metaphors that refer to the:

- animal world
- political world

3. The prince must be:

- a fox and a lion
- a fox and a wolf

4. Why does Machiavelli use the example of the myth of Chiron?

5. What do the fox, lion and wolves represent?

6. Connect the phrases with their meaning.

- | | |
|---------------------------------|---|
| 1. Keep your word. | A. Defend yourself from aggressive people. |
| 2. Fool men's minds. | B. Show yourself to be different from how you really are. |
| 3. Defend yourself from wolves. | C. Keep promises. |
| 4. Know the art of ruling. | D. Deceive others. |
| 5. Be good simulators. | E. Know how to govern. |

Competence 5.

To use the English language for the main communicative and operational purposes.

Table

Reference knowledge

- Communicative, socio-linguistic and paralinguistic aspects of the interaction and oral production (describing, narrating) in relation to the context and the interlocutors.
- Basic language grammatical structures, phonological system, rhythm and intonation of the sentence, spelling and punctuation.
- Strategies for overall and selective comprehension of simple, clear, oral and multimedia messages, on personal, social or current affairs topics.
- Frequently-used idiomatic words and phrases about daily life, social life or current affairs and techniques for using dictionaries, including multimedia versions, and changes in registers.
- Socio-cultural aspects of the countries of the languages being studied.

Reference skills

- Interacting in short, clear conversations about personal, everyday life, social or current affairs topics.
- Using appropriate strategies for searching for information and understanding the essential points in clear, short, written and oral messages on known topics of personal, daily life, social or current interest.

- Using a basic range of vocabulary and expressions, to express tangible needs in daily life, describing experiences and narrating personal or family occurrences.
- Using monolingual and bilingual dictionaries, including multimedia versions.
- Recognizing the structural aspects of the language used in communicative texts in written, oral and multimedia format.
- Grasping the intercultural nature of the English language, also in relation to the global dimension and geographical varieties.

Test format

- Written
- Multiple choice
- Short open-ended questions
- Long open-ended questions or production of a text
- Oral
- Individual oral test
- Interactive oral test

Competence 5.

To use the English language for the main communicative and operational purposes.

Table

Test content

The test will comprise 4 exercises, divided as follows:

- Listening test with multiple-choice or short open-ended questions, with the aim of evaluating listening comprehension. The teacher can choose whether the exercise is accompanied by cartoons or images.
- Written comprehension test with multiple-choice or short open-ended questions based on one or more reference texts (e.g. Newspaper advertisements and articles, or blogs). Filling in a form is also recommended as an exercise.
- Oral interaction test in the form of an interview, where the student must introduce themselves and speak about themselves with the teacher.
- Oral interaction test as a simulation (e.g. booking a hotel, buying a ticket, asking for information on how to get somewhere), carried out with the participation of the teacher or other students. A video or images can be used to help to introduce the topics of interest.

Assessment criteria

The weight of the exercises is divided as shown below:

- Listening test: 33%;
- Comprehension of a written text test: 33%;

- Oral interaction test - Interview: 16.5%;
- Oral interaction test – Simulation: 16.5%.

Among the criteria for assessing the test and allocating a score, the following dimensions must be considered of particular importance:

- Comprehension of the proposed oral text
- Communicative efficacy in oral and written interaction
- Explanatory clarity (pronunciation/intonation, relevance of vocabulary, textual consistency/grammatical cohesion)
- Relevance and logical structuring of answers

Duration of test

The exercises will have a total duration of 60 minutes maximum, divided as follows:

- Listening test: 20 minutes (we recommend choosing a listening excerpt of 3-5 minutes in length and to allow the students to listen to it at least twice);
- Comprehension of a written text test: 30 minutes;
- Oral interaction test - Interview: 5 minutes;
- Oral interaction test – Simulation: 5 minutes.

For oral tests, the time required for the teacher to present the test and for the student to prepare are not included.

Competence 5.

To use the English language for the main communicative and operational purposes.

Test

Exercise 1 – Written test with short open-ended or multiple-choice questions

32

<https://www.eslvideo.com/quiz.php?id=31702>

[© ESL Video, CC BY-NC-SA 4.0]

1. The agent's name is:

- Risses
- Prince
- Princess

2. The passenger wants to reserve a flight from:

- Manila to Guam
- Hawaii to Manila
- Guam to Manila

3. When would he like to leave?

- Between June 19th and June 21st
- Between June 18th and June 25th
- Between June 21st and June 29th

4. How many people will be travelling?

- 1 passenger
- 2 passengers
- 3 passengers

5. What class does he prefer to travel?

- First class
- Business class
- Economy class

6. How much is the ticket?

- \$510.00
- \$550.00
- \$515.00

7. When does the (credit) card expires?

- May 2018
- May 2019
- May 2015

8. What is the confirmation number?

- 906 651
- 906 631
- 906 641

Competence 5.

To use the English language for the main communicative and operational purposes.

Test

Exercise 2 - Written test with short open-ended or multiple-choice questions

33

A

Looking for a babysitter

We need a nanny to look after our two children aged 6 and 8. School pick up and homework, Monday to Friday between 4 and 6.

Salary 40 £ per week.

Please do not hesitate to call me if you are interested!

Mary 07942573406

B

Newspaper delivery early in the morning

We need young people who would be available to deliver newspapers before school on **Monday, Wednesday and Thursday** in the village of Treebooke. The paper round would take no more than 30 minutes and should be done before 8 a.m.

You need your own bike!

If you are interested, you can receive more information at the **Treebooke post office**

C

Summer job at the MUSEUM

Would you like to earn some money during the school break? Do you speak any foreign language?

We are looking for people who speak French, Spanish or German to join our team in the City Museum shop Tuesday to Saturday.

For more information or to apply, please send an email to citymuseum@shopjob.com

D

Part-time job in a prestigious café

Café Roma is looking for staff to work for the breakfast and lunch shifts on Saturdays. Please come to the Café between 9 a.m. and 4 p.m. or call Bella after 4 p.m. at 07349893697

Competence 5.

To use the English language for the main communicative and operational purposes.

Test

1. Indicate with the corresponding letter the job advertisement requiring to ...

- work in a shop: _____
- work in a small restaurant: _____
- look after children: _____
- deliver newspapers: _____

2. Indicate with the corresponding letter the job advertisement which requires working ...

- in the morning: _____
- in the afternoon: _____
- on Saturdays: _____
- in summer: _____

3. Indicate with the corresponding letter the job advertisement for which you should ...

- call Bella: _____
- call Mary: _____
- send your CV: _____
- go to the local post office: _____

4. Based on the information included in the advertisements, as a baby-sitter you should work:

- in the morning
- in the afternoon
- in the evening
- at night

5. Delivering newspapers should take:

- two hours
- one hour
- eight hours
- half an hour

6. Please fill in the form below to apply to the job at Café Roma:

Question	Please specify your answer in this column
Name	_____
Surname	_____
Date of birth	_____
Nationality	_____
Address	_____
City	_____
Languages spoken	_____
Schooling years	<input type="checkbox"/> up to 9 years <input type="checkbox"/> more than 9 years

Competence 5.

To use the English language for the main communicative and operational purposes.

Test

Exercise 3 - Interactive oral test

Answer the questions that the teacher asks you.

- What's your name? What's your surname?
- Where are you from?
- Where do you live?

Exercise 4 - Interactive oral test

Imagine that you are telephoning a takeaway pizza parlor to order dinner for 4 people (2 adults and 2 children). In particular, you must order 4 pizzas, 2 sides and 4 drinks. Remember that one adult is vegetarian but does not eat onions, while another adult loves spicy food. Referring to the brochure below, talk to the pizza parlor staff (impersonated by your teacher) and answer their questions.

PIZZASTORE

Pizza menu			Sides		Drinks	
Italian	Tomato sauce, cheese	7.99 \$	Fries	3.99 \$	Soft drink can	1.99 \$
Pepperoni	Tomato sauce, pepperoni, onion, cheese	9.99 \$	Potato wedges	3.99 \$	Soft drink bottle	2.99 \$
Hawaiian	Tomato sauce, ham, pineapple	9.99 \$	Mixed salad	2.99 \$	Milkshake	4.99 \$
Mexican	Tomato sauce, green peppers, sweetcorn, chillies, cheese	10.99 \$	Garlic bread	2.99 \$	Beer	4.99 \$
American Hot	Tomato sauce, bacon, ham, pepperoni, chillies	11.99 \$				
Supreme Veggie	Tomato sauce, mushroom, red onion, sweetcorn, cheese	11.99 \$				
Scandinavian	Cream, smoked salmon, cheese	11.99 \$				

- Do you work? Do you like your job?
- What are your hobbies?
- Do you use internet? Do you have a mobile phone connected to internet? What do you use it for?

Outline for the teacher:

- Hello, PIZZASTORE speaking. How can I help you?
- Sorry, I did not fully understand your order: could you repeat it please?
- Which kind of vegetarian pizza? We have several.
- Any side dish?
- What about drinks?
- How are you going to pay? We cannot give you any change, so please prepare the exact amount.
- Ok, all clear sir/madam. We can bring it to you in half an hour. Is it ok for you?

Competence 6.

To produce various types of text in English for different communicative purposes.

Table

Reference knowledge

- Communicative, socio-linguistic and paralinguistic aspects of the interaction and oral production (describing, narrating) in relation to the context and the interlocutors.
- Basic language grammatical structures, phonological system, rhythm and intonation of the sentence, spelling and punctuation.
- Frequently-used idiomatic words and phrases about daily life, social life or current affairs and techniques for using dictionaries, including multimedia versions, and changes in registers.
- As part of the written production referring to short, simple, consistent texts, characteristics of the various types (informal letters, descriptions, narrations, etc.), appropriate syntactic structures and vocabulary for the contexts.

Reference skills

- Using a basic range of vocabulary and expressions, to express tangible needs in daily life, describing experiences and narrating personal or family occurrences.
- Using monolingual and bilingual dictionaries, including multimedia versions.
- Describing impressions and events of a personal, social or current topic nature in a simple manner.

- Producing short, simple and consistent texts on known matters of personal, daily life or social interest that are appropriate in their choices of vocabulary and syntax.

Test format

- | | |
|---|---|
| <input checked="" type="checkbox"/> Written | <input type="checkbox"/> Multiple choice |
| | <input type="checkbox"/> Short open-ended questions |
| | <input checked="" type="checkbox"/> Long open-ended questions or production of a text |
| <input checked="" type="checkbox"/> Oral | <input checked="" type="checkbox"/> Individual oral test |
| | <input type="checkbox"/> Interactive oral test |

Test content

The test will be divided into two exercises:

- A written exercise to produce a text linked to a public or professional context (e.g. in response to an advertisement or a job offer) of 50-100 words in length. A written text or an image will be provided to contextualize the test.
- A free oral production exercise where the student will be asked to talk about personal events and experiences, describing their family, friends, the place where they live, speaking about their future projects or providing a description of some medium (image, video, text, web page ...)

Competence 6.

To produce various types of text in English for different communicative purposes.

Table

Assessment criteria

The weight of the exercises is divided as shown below:

- Production of a written test: 50%;
- Individual oral test: 50%.

Among the criteria for assessing the test and allocating a score, the following dimensions must be considered of particular importance:

- Relevance and logical structuring of answers
- Pronunciation and intonation
- Clarity in expression
- Choices of vocabulary
- Consistency and cohesion of the text
- Correct use of the single-language vocabulary

Duration of test

The two exercises have a total duration of 60 minutes maximum, divided as follows:

- Production of a written test: 45 minutes;
- Individual oral test: 15 minutes (including the time for the teacher to present the text and for the student to prepare).

Competence 6.

To produce various types of text in English for different communicative purposes.

Test

Exercise 1 - Written test with long open-ended questions

Next month you will move to Pirento, a town near Rome. You want to enroll in the Pirento CPIA. Write an email to information@cpia.it and ask for information about enrolling.

In the email, you must write:

- A short introduction about yourself
- A short description of your academic path so far
- Which course you would like to enroll on
- Ask on which day and at what time the courses you are interested in take place
- Ask if there is anything you must pay
- If you want, you can add other information and ask other useful questions

Write here:

To:

Subject:

Body:

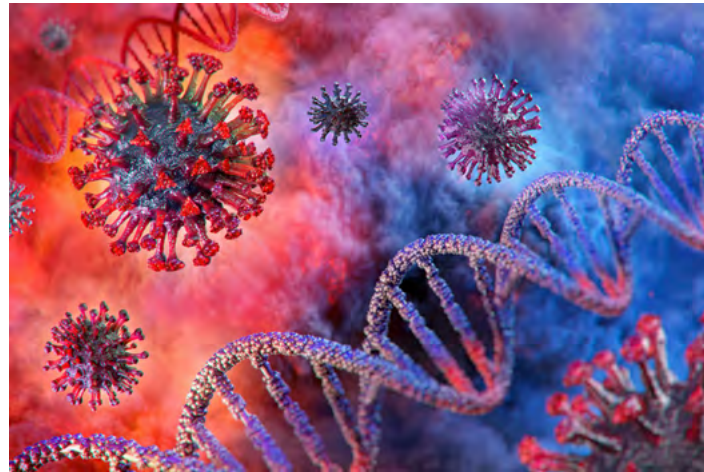
Competence 6.

To produce various types of text in English for different communicative purposes.

Test

Exercise 2 - Individual oral test

Look at the images below. Which is the most significant image for you? Why?



Competence 7.

To understand the changes and differences of historic times in a diachronic sense using a comparison of the various eras, and also synchronically through a comparison of geographic and cultural areas.

Competence 8.

To place personal experience into a system of rules founded on mutual recognition of rights as guaranteed by the Constitution, to protect individuals, the community and the environment.

Competence 9.

To recognize the essential characteristics of the socio-economic system in order to understand the productive fabric of one's own area.

Competence 7.

To understand the changes and differences of historic times in a diachronic sense using a comparison of the various eras, and also synchronically through a comparison of geographic and cultural areas.

Table

Reference knowledge

- The diffusion of the human race on planet Earth, the various types of civilization and the fundamental periods of world history.
- Ancient and high-medieval civilizations, with references to contemporary civilizations other than western ones. Further examples of the ancient middle-east civilizations; Jewish civilization, Greek civilization, Roman civilization, the advent of Christianity; barbaric Roman Europe; society and the economy in Europe in the Middle Ages; the birth and spreading of Islam; empires and kingdoms in the Middle Ages; feudal and noble privilege.
- Basic vocabulary of historiography.

Reference skills

- Placing historical events in the right chronological order and in the right geographical areas.
- Discussing and comparing different interpretations of historical, social and economic facts or phenomena, also in reference to contemporary reality.
- Using simple tools for historical research, starting from sources and documents that are accessible to students, referring to the period and topics studied in the first two years.
- Summarizing and outlining a historical explanatory text.

- Analyzing environmental and geographical situations from a historical point of view.
- Recognizing the historical origins of the main political, economic and religious institutions in the current world, and their interconnection.

Test format

- Written
- Multiple choice
- Short open-ended questions
- Long open-ended questions or production of a text
- Oral
- Individual oral test
- Interactive oral test

Test content

The test will be divided into three exercises:

- Five multiple-choice questions;
- Five short open-ended questions;
- One long open-ended question where the student must read an explanatory historical text and compare the historical event with other similar events in different historical eras or in the present. The length of the response must be maximum 80 words.

Images may be used to help.

Competence 7.

To understand the changes and differences of historic times in a diachronic sense using a comparison of the various eras, and also synchronically through a comparison of geographic and cultural areas.

Table

Assessment criteria

The weight of the exercises is divided as shown below:

- Multiple-choice questions: 40%;
- short open-ended questions: 40%;
- long open-ended questions: 20%.

Among the criteria for assessing the test and allocating a score, the following dimensions must be considered of particular importance:

- Knowledge of the basic historical concepts
- Knowledge of terminology
- Understanding the time sequence of events
- Capacity to summarize
- Ability to correctly compare facts from the distant past with modern-day reality

Duration of test

The three exercises have an overall duration of 60 minutes maximum, divided as follows:

- Multiple-choice questions: 15 minutes;
- Short open-ended questions: 25 minutes;
- Long open-ended questions: 20 minutes.

Competence 7.

To understand the changes and differences of historic times in a diachronic sense using a comparison of the various eras, and also synchronically through a comparison of geographic and cultural areas.

Test

Exercise 1 - Written test with multiple-choice questions

43

1. What is the definition of the word “sources”?
 - Written documents that historians take information from
 - A set of people who live in an area organized by common laws
 - Documents or materials from which you can draw data and testimonials
2. What is the invention or event that marks the start of history?
 - The appearance of the first human
 - The discovery of fire
 - The invention of writing
3. Magna Grecia was located in:
 - South Italy
 - North Africa
 - Greece
4. Which period is referred to using the term “Medieval”?
 - The years before Rome was founded
 - The years after the end of the Roman Empire
 - The years when the Greeks dominated the Mediterranean
5. What is the exact chronological sequence of the following dates?
 - 6500 BCE / 933 CE / 753 CE/ 450 CE/ 448 BCE / 73 BCE /112 CE
 - 6500 BCE / 448 BCE / 73 BCE / 112 CE / 450 CE / 753 CE / 933 CE
 - 448 BCE / 753 CE / 112 CE/ 73 BCE / 450 CE / 933 CE/ 6500 BCE

Competence 7.

To understand the changes and differences of historic times in a diachronic sense using a comparison of the various eras, and also synchronically through a comparison of geographic and cultural areas.

Test

Exercise 2 - Written test with short open-ended questions

1. Give a short description of the term "fossil".
2. What is the difference between a dictatorship and a monarchy?
3. Give a brief description of the meanings of the words nomadism and sedentism.
4. What is meant by Fertile Crescent?
5. Who was Augustus?

Exercise 3 - Written test with long open-ended questions

After reading the passage and based on your personal knowledge, write the common characteristics and the differences between the modern Olympics and the ancient ones.

The Olympics of the past and present

The Olympics were athletics competitions that were held in the city of Olympia. They were established in 776 B.C.E. and were held every four years, in the summer, over seven days. Only athletes from the Greek "poleis" took part. They competed naked in individual competitions. The competitions included in the games were: throwing the discus and javelin, long jump, races with helmet and shield, bareback horse-riding, races with carriages drawn by horses, races with helmet and shield. There were also violent competitions such as boxing and wrestling, which could sometimes be fatal for the athletes. Each competition only had one winner, who was crowned with a laurel wreath. Lastly, during the Olympic games, all wars ceased so that each polis could send their athletes to Olympia.

Competence 8.

To place personal experience into a system of rules founded on mutual recognition of rights as guaranteed by the Constitution, to protect individuals, the community and the environment.

Table

Reference knowledge

- Historical origin and evolution of the Italian Constitution's principles and founding values.
- Legislative sources and their hierarchy.
- Constitution and citizenship: principles, liberties, rights and duties.
- Forms of state and government.
- The state and its structure as set out in the Italian constitution.
- Local, national and international institutions.

Reference skills

- Analyzing the role of various public and private subjects in fostering and guiding economic and social development, also in light of the Italian Constitution
- Distinguishing the different legislative sources and their hierarchy with particular reference to the Italian Constitution and its structure.
- Finding the legislative sources, with particular reference to the study sector

Test format

- Written
- Multiple choice
- Short open-ended questions
- Long open-ended questions or production of a text
- Oral
- Individual oral test
- Interactive oral test

Test content

The text will be divided into 3 types of exercises:

- Ten multiple-choice questions on the main principles of the Italian Constitution:
- Five short open-ended questions on history and current affairs regarding the Republic of Italy.
- An interactive oral test during which, starting from an article of the Constitution or from an image (e.g. a worker not wearing a helmet, or a child worker), the student is asked to express their opinion on the matter or to speak about a personal experience linked to it. (Note: There are no examples for this exercise, only this description).

Competence 8.

To place personal experience into a system of rules founded on mutual recognition of rights as guaranteed by the Constitution, to protect individuals, the community and the environment

Table

Assessment criteria

The weight of the exercises is divided as shown below:

- Multiple-choice questions: 25%;
- Short open-ended questions: 25%;
- Interactive oral test: 50%.

Among the criteria for assessing the test and allocating a score, the following dimensions must be considered of particular importance:

- Knowledge of the general principles of the Constitution and Italian legislation
- Knowing how to search for information in available legislative sources
- Knowledge of terminology
- The ability to make a comparison with the legislative system of other countries (or their own country)

Duration of test

The exercises will have a total duration of 45 minutes maximum, divided as follows:

- Multiple-choice and short open-ended questions: 30 minutes;
- Interactive oral test: 15 minutes.

Competence 8.

To place personal experience into a system of rules founded on mutual recognition of rights as guaranteed by the Constitution, to protect individuals, the community and the environment

Test

Exercise 1 - Written test with multiple-choice questions

47

1. To be elected President of the Republic, you have to be over:
 - 60 years of age
 - 50 years of age
 - 40 years of age
2. The European Parliament is:
 - the legislative body elected by citizens
 - the executive body of the various member states' governments
 - The governing body of the European Union
3. Our Constitution rules that sovereignty belongs:
 - to the people
 - to the government
 - to parliament
4. Which state body has the task of deciding the punishments for crimes committed?
 - Judiciary
 - Government
 - Parliament
5. What is a *referendum*?
 - An institution of direct democracy, by which citizens can abrogate a law
 - A place where ministers meet to make a decision
 - The operations for electing the President of the Republic
6. According to the principle of formal equality, the State must:
 - Consider all citizens equal before the law
 - Demand observance of the law from everyone
 - Act to remove obstacles that prevent true equality

Competence 8.

To place personal experience into a system of rules founded on mutual recognition of rights as guaranteed by the Constitution, to protect individuals, the community and the environment

Test

7. Who elects the mayor of a municipality?
 - Municipal councilors
 - the elderly of the community
 - The citizens through their right to vote
8. Which of the following organs appoints ministers?
 - The President of the Republic, on proposal from the Prime Minister
 - The Prime Minister
 - The Higher Judiciary Council (CSM)
9. When did women vote for the first time in Italy?
 - 27 December 1947
 - 1 January 1948
 - 2 June 1946
10. The first 12 articles of the Constitution address:
 - The fundamental principles of the Constitution
 - The citizens' rights and duties
 - The Republic system

48

Exercise 2 - Written test with short open-ended questions

1. What does 2 June represent for Italy?
2. What does the word solidarity mean in the Italian constitution?
3. Who is the current President of the Republic?
4. Who is the current Prime Minister?
5. Who is the minister currently in charge of education?

Competence 9.

To recognize the essential characteristics of the socio-economic system in order to understand the productive fabric of one's own area.

Table

Reference knowledge

- Elements of economic and social history, of techniques and work, referring to the period studied in the first two years and that involved the area they belong to.
- Basic knowledge of economic activity and economic parties (consumer, company, public administration, no-profit organizations).
- Legal entities, with particular reference to companies (company and entrepreneur, from a legal and economic point of view).
- Production factors, market types and elements distinguishing them.
- Money market and trends.
- Economic system structures and their dynamics (growth processes and imbalances in development).
- Essential knowledge for accessing the labor market and professions.
- The European curriculum vitae model and types of job interview (individual, group, online, etc.).

Reference skills

- Identifying the fundamental needs that inspire economic choices and behavior and the restrictions to which they are subjected.
- Discussing and comparing different interpretations of historical, social and economic facts or phenomena, also in reference to contemporary reality.
- Recognizing legal and economic aspects that define entrepreneurial activity.
- Identifying the production factors and differentiating them by nature and type of remunerations.
- Identifying variety, specificity and elementary dynamics of economic systems and local, national and international markets.
- Recognizing models, processes and information flows typical of company systems with special reference to the types of company being studied.
- Recognizing the main characteristics of the labor market and job opportunities offered by the area and the network.
- Writing a curriculum vitae according to the European model.

Competence 9.

To recognize the essential characteristics of the socio-economic system in order to understand the productive fabric of one's own area.

Table

Test format

- | | |
|--|--|
| <input type="checkbox"/> Written | <input type="checkbox"/> Multiple choice |
| | <input type="checkbox"/> Short open-ended questions |
| | <input type="checkbox"/> Long open-ended questions or production of a text |
| <input checked="" type="checkbox"/> Oral | <input type="checkbox"/> Individual oral test |
| | <input checked="" type="checkbox"/> Interactive oral test |

Test content

Based on a curriculum vitae facsimile filled out in accordance with the European model for a fictitious person, the student will be asked to verbally answer a number of questions using their own words and concepts referring to the reference knowledge of this competence, such as, for example, the economic activity sector, the type of contract, working hours

The oral test will be interactive, and the teacher should ask questions with varying levels of detail and difficulty.

Assessment criteria

Among the criteria for assessing the test and allocating a score, the following dimensions must be considered of particular importance:

- Understanding the structure and the content of a curriculum vitae
- Recognizing and explaining the dimensions relating to professional work
- Identifying the professional opportunities in a given area

Duration of test

The test has an overall duration of 20 minutes maximum.

Competence 9.

To recognize the essential characteristics of the socio-economic system in order to understand the productive fabric of one's own area.

Test

Exercise 1 - Interactive oral test


Look at the two documents below.

- What do the two documents refer to?
- Have you ever had to write your curriculum vitae?
- Which of the two curricula vitae are written in the European format (Europass model)? How do you know?
- In a curriculum, must the information be written from the furthest away in time to the most recent, or vice versa?
- Where does Tiziana currently work? Which sector (primary, secondary, tertiary) does this type of work belong to? Which other professions do you know in this sector? Which sector is important for the region that you live in?
- How many organizations has Francesco worked in? Which of his work experiences lasted the longest? Which of his jobs was in the no-profit sector?
- Has Francesco ever had an unpaid job?
- A job advertisement for a sous-chef has appeared in the local newspaper. Which of the two people above do you think is most suited to this position? Why?
- On the same page of the newspaper, there is an offer for a position as a surveyor. Why could neither Tiziana nor Francesco be selected for this position.




Competence 9.

To recognize the essential characteristics of the socio-economic system in order to understand the productive fabric of one's own area.

Test

 Curriculum Vitae Tiziana Bianchi

INFORMAZIONI PERSONALI **Tiziana Bianchi**

 Piazza Fontana Grande 5, 01100 Viterbo
 3283880158
 Tizi.bia@hotmail.com
 Sesso F | Data di nascita 18/08/1990 | Nazionalità Italiana

ESPERIENZA PROFESSIONALE

Luglio 2019 - Presente **Responsabile ostello**
 Youth in Viterbo Hostel
 • Responsabile accoglienza clienti
 • Contabilità
 • Organizzazione turni

Luglio 2018 - Giugno 2019 **Barista**
 Illy, Centro Commerciale SOLE - Viterbo
 • Preparazione caffè e snack
 • Servizio ai tavoli
 • Relazione con il pubblico

Gennaio 2018 - Giugno 2018 **Assistente negozio**
 Tintoria De Carli - Viterbo
 • Relazione con il pubblico

ISTRUZIONE E FORMAZIONE

2015 **Istituto Formasec**
 Formazione per segretaria
 Diploma regionale

2000-2014 **Istituto per Servizi di sala e vendita**

COMPETENZE PERSONALI

Lingua madre **Italiano**

Altre lingue	COMPRESIONE		PARLATO		PRODUZIONE SCRITTA
	Ascolto	Lettura	Intenzione	Produzione orale	
Francese	A2	A2	A2	A2	A2

Competenze comunicative • Possiedo buone competenze comunicative e di servizio alla clientela

Competenze organizzative e gestionali • Nel mio attuale lavoro coordino i turni di 4 addetti alla reception

[tel. 3392683359 Mail: Fra.tib@hotmail.com]

Francesco Tiberi

ESPERIENZA

Estate 2011 - 2012 **BABYSITTER E AIUTO COMPITI**- Presso familiari

Ottobre 2012 - Marzo 2015 **AGENTE IMMOBILIARE** - Immo4 - La Spezia
 + Relazione clienti
 + Ricerca beni per future transazioni

Gennaio 2016 - Marzo 2017 **AIUTO CANTIERE** - ONG Fabbrica del Terzo Settore
 + Supervisione lavori
 + Rilievi topografici

Luglio 2017 - Gennaio 2018 **AIUTO PASTICCERE** - Bar del Centro
 + Preparazione ingredienti

Marzo 2018 - Presente **COMMISSIONE PROGETTI** - Comune di La Spezia
 + Selezione progetti per il Comune
 + Progetti con il settore edilizio

STUDI

2005-2010 **DIPLOMA DA GEOMETRA** - Istituto Diaz-Genova

2011-2012 **CORSO DI INGLESE** - British Council

2013 **CORSO DI FOTOGRAFIA**- Look at me

2014 **CORSO DI PASTICCERIA** - La vie est belle

LINGUE

ITALIANO - Lingua madre
INGLESE - Livello B2

ALTRE COMPETENZE

- Partecipazione in un gruppo scout
- Nuoto a livello agonistico

Competence 10.

To use arithmetic and algebraic calculation techniques and processes, also portraying them in graphic format.

Competence 11.

To compare and analyse geometric shapes, identifying invariants and relations.

Competence 12.

To identify appropriate strategies for solving problems.

Competence 13.

Analysing data and interpreting them by developing deductions and reasoning of said data, also using graphic portrayals, and mindfully using calculation tools and the potential offered by specific computer applications.

Competence 10.

To use arithmetic and algebraic calculation techniques and processes, also portraying them in graphic format.

Table

Reference knowledge

- Numbers: natural, whole, rational numbers, fractions and decimals, irrational and, intuitively real; order and representation on a straight line. Operations with whole and rational numbers and their properties.
- Powers and roots. Ratios and percentages. Approximations.
- Literal expressions and polynomials. Operations with polynomials.
- Functions and their representation (numerical, functional, graphic). Language of sets and functions (domain, composition, inverse, etc.). Connection with the concept of equation. Various types of functions (linear, quadratic, circular, direct and inverse proportionality).
- Level one and two equations and inequalities. Equations and inequalities systems.
- The coordinates methods: the Cartesian plane. Graphic representation of functions.

Reference skills

- Using arithmetic calculation procedures (in your head, in writing, on a computer) to calculate arithmetic expressions and solve problems; operating with whole and rational numbers and assessing the order of magnitude of the results. Calculating simple expressions with powers and radicals. Using the concept of approximation correctly.
- Mastering the use of the letter as a mere symbol and as a variable; carrying out operations with polynomials; factorizing a polynomial.
- Solving level one and two equations and inequalities; solving equation and inequality systems.

Test format

- Written
- Multiple choice
- Short open-ended questions
- Long open-ended questions or production of a text
- Oral
- Individual oral test
- Interactive oral test

Competence 10.

Utilizzare le tecniche e le procedure del calcolo aritmetico ed algebrico rappresentandole anche sotto forma grafica

Table

Test content

The test will be divided into two types of exercises:

- Six multiple-choice questions;
- Six short open-ended questions.

As far as possible, it is advisable to set questions that make reference to all knowledge, preparing at least one exercise for each of them.

Present exercises in an ascending order of difficulty.

Assessment criteria

The weight of the exercises is divided as shown below:

- Multiple-choice questions: 50%;
- Short open-ended questions: 50%.

Among the criteria for assessing the test and allocating a score, the following dimensions must be considered of particular importance:

- Correct use of arithmetic calculation procedures
- Calculation of simple expressions with powers and roots
- Correct use of the concept of approximation and the use of letters as symbols and as variables.
- Solving operations with polynomials
- Ability to solve equations and inequalities and equation and inequality systems

Duration of test

The exercises set have a total duration of 60 minutes maximum, divided as follows:

- Multiple-choice questions: 30 minutes;
- Short open-ended questions: 30 minutes.

Competence 10.

To use arithmetic and algebraic calculation techniques and processes, also portraying them in graphic format.

Test

Exercise 1 - Written test with multiple-choice questions

56

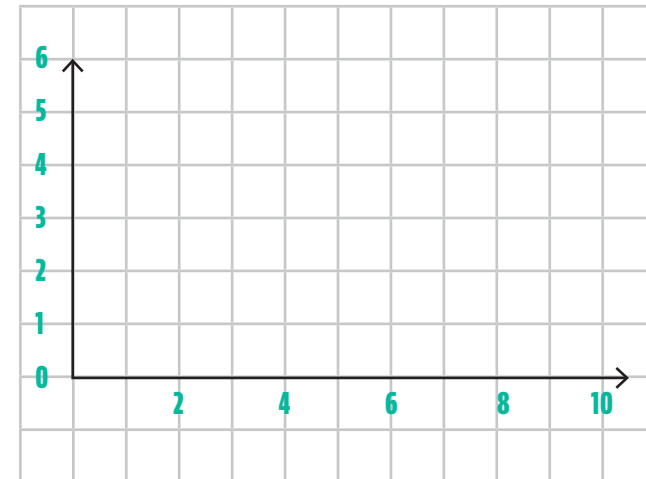
1. The table contains the distance traveled and the times taken by an athlete training at constant speed.

Distance in km	Time in hours
18	1,5
24	2
36	3
60	5

The equation that links distance y and time x is:

- $x \times y = 12$
- $y/x = 12$
- $y = 6x$
- $x = 12 y$

2. Show the following functions on a graph:
 $y = 2x + 1$ e $y = 2x + 3$.



The two functions:

- meet at one point
- are perpendicular
- meet at two points
- are parallel

Competence 10.

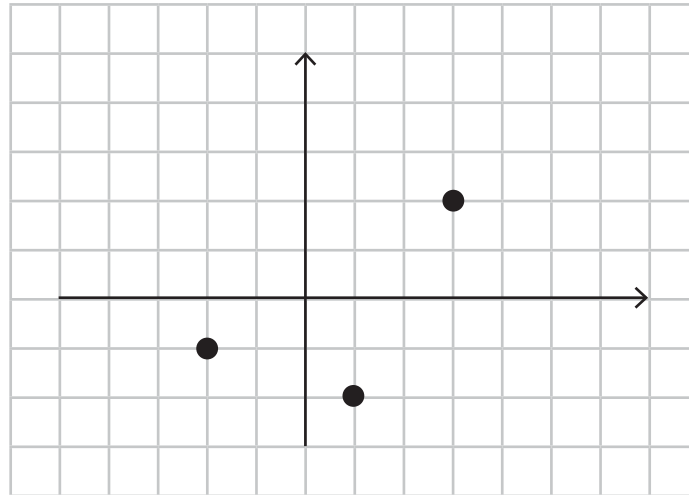
To use arithmetic and algebraic calculation techniques and processes, also portraying them in graphic format.

Test

3. A company's profits are divided between three shareholders. One is entitled to $\frac{2}{7}$ and the second is entitled to $\frac{1}{3}$. What fraction of the profits is the third shareholder entitled to?

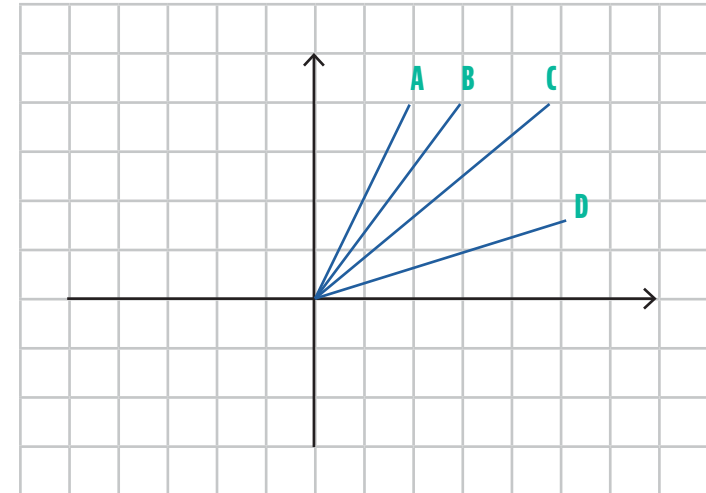
- $\frac{8}{21}$
 $\frac{13}{21}$
 $\frac{3}{7}$
 $\frac{1}{2}$

4. Which coordinates, among the ones below, relate to the points shown on the Cartesian plane?



- (1, -2) (1, 2)
 (3, 2) (3, -2)
 (-2, -1) (-1, -2)

5. Four friends A (Anna), B (Benedetta), C (Carlo) and D (Dario) have a bicycle race over a 3 km route. The graph shows the straight lines that represent the distance traveled in km/hour, for each of them. Who wins the race?



- A (Anna) C (Carlo)
 B (Benedetta) D (Dario)

6. Which of the ones below is the solution to the following linear equation:

$$\sqrt[3]{27} + 3(x - 1) + 2(x + 2) + \sqrt{49} = 4x - 4 + \sqrt{16} + 6$$

- $x = 15$ $x = -10$
 $x = -5$ $x = 20$

Competence 10.

To use arithmetic and algebraic calculation techniques and processes, also portraying them in graphic format.

Test

Exercise 2 - Written test with short open-ended questions

58

7. Find the number whose square increased by 27 is 223.
8. A temperature of $-12\text{ }^{\circ}\text{C}$ rises by 8 degrees, then falls by $10\text{ }^{\circ}\text{C}$ and lastly, rises again by $5\text{ }^{\circ}\text{C}$. What is the final temperature?
9. In a parking lot there are 40 vehicles that are all cars or mopeds. With x the number of cars, show the total number of wheels of the vehicles in the parking lot in terms of x .
10. Translate the text of the following text into a level one equation and then solve it.
 - A number x , tripled then decreased by 6, is equal to it being doubled, then reduced by 18.

11. Observe the two cases below and then stated whether x and y are directly or indirectly proportional, providing a brief explanation.

- Case 1: x and y are _____ because _____
- Case 2: x and y are _____ because _____

Case 1

$$y = 4x$$

Side (cm): x	1	2	3	4
Perimeter (cm): y	4	8	12	16

Case 2

$$y = \text{area} / x \text{ area} = 24 \text{ cm}^2$$

Base (cm): x	1	2	3	4
Height (cm): y	24	12	8	6

Competence 11.

To compare and analyze geometric shapes, identifying invariants and relations.

Table

Reference knowledge

- The fundamentals of geometry and the meaning of the terms postulate, axiom, definition, theorem, and proof. Fundamental notions of geometry of plane and space. The main plane and solid figures.
- Euclidean plane: relations between straight lines, the congruence of figures, polygons and their properties. Circumference and circle. Measuring size: immeasurable sizes; perimeter and area of polygons. Euclidean and Pythagoras' Theorems
- Thales' theorem and its consequences. The main geometric transformations and their invariance (isometry and similarities). Examples of their use in proving geometric properties.

Reference skills

- Creating elementary geometric constructions using a ruler and compass and/or computer tools.
- Knowing and using geometric measurements: perimeter, area and volume of the main geometric figures of plane and space.
- Asking, analyzing and solving problems of plane and space, using the properties of geometrical figures or of suitable isometrics. Understanding proof and developing simple chains of deduction.
- Portraying the main functions encountered on a Cartesian plane. Studying the functions $f(x) = ax + b$ e $f(x) = ax^2 + bx + c$.

Test format

- Written
- Multiple choice
- Short open-ended questions
- Long open-ended questions or production of a text
- Oral
- Individual oral test
- Interactive oral test

Competence 11.

To compare and analyze geometric shapes, identifying invariants and relations.

Table

Test content

The test will be divided into two types of exercises:

- Six multiple choice questions;
- Three short open-ended questions.

As far as possible, it is advisable to set questions that make reference to all knowledge, preparing at least one exercise for each of them.

Set the exercises in ascending order of difficulty.

Assessment criteria

The weight of the exercises is divided as shown below:

- Multiple-choice questions: 50%;
- Short open-ended questions: 50%.

Among the criteria for assessing the test and allocating a score, the following dimensions must be considered of particular importance:

- Correct graphic representation of the questions set
- Knowledge of geometric sizes
- Skill of knowing how to solve problems of planes and space
- Correct use of arithmetic calculation procedures

Duration of test

The test has an overall duration of 60 minutes maximum, divided as follows:

- Multiple-choice questions: 30 minutes;
- Short open-ended questions: 30 minutes.

Competence 11.

To compare and analyze geometric shapes, identifying invariants and relations.

Test

Exercise 1 - Written test with multiple-choice questions

61

1. In a right-angled triangle, the external angle δ at the base is $140^\circ 30'$.



Angle δ corresponds to:

- $59^\circ 40'$
- $69^\circ 40'$
- $39^\circ 30'$
- $29^\circ 40'$

2. Maria's bedroom is $5.4 \text{ m} \times 4.5 \text{ m}$. What is the surface area?

- 20 m^2
- 25.34 m^2
- 24.3 m^2
- 35 m^2

3. The length of a box is 9 cm - this length is rounded up to the nearest centimeter. Which of the following measurements could be the actual length of the box?

- 10 cm
- 9.9 cm
- 9.6 cm
- 8.6 cm

4. What is the weight of a marble cube (weight = 2.7 g/cm^3) that has an edge of 15 cm ?

- $9112,5 \text{ g}$
- 9112.5 g/cm^3
- 9112.5
- 9112.5 cm

5. The circumference of a border is 24 m . How big is its diameter?

- 8 m
- 3.8 m
- 7.6 m
- 5 m

Competence 11.

To compare and analyze geometric shapes, identifying invariants and relations.

Test

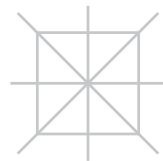
6. A plane figure can have several lines of symmetry. How many lines of symmetry do a rectangle and a rhombus have?



m



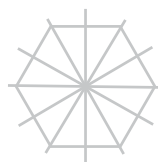
m·3



m·4



m·5



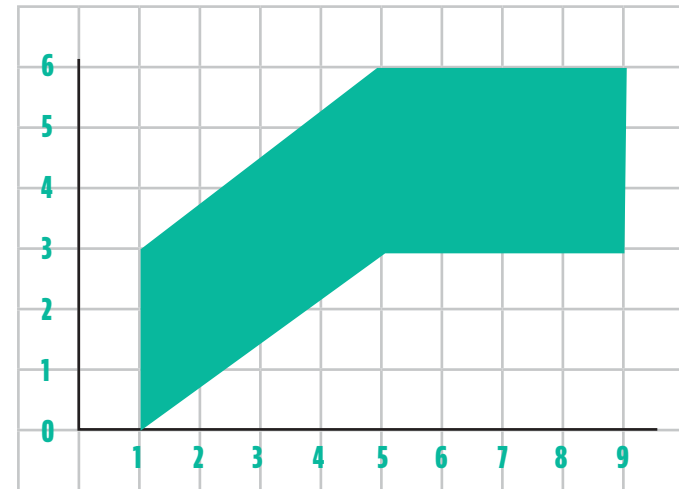
m·6

- 1
- 2
- None
- 4

Exercise 2 - Written test with short open-ended questions

62

1. Calculate the perimeter and the area of the polygon shown below ($u = 1$ cm).



2. An equilateral triangle has a side of 8.5 cm. Draw an isosceles triangle with the same perimeter, where the base measures 5.5 cm.
3. State Pythagoras' Theorem with the relative formulas.

Competence 12.

To identify appropriate strategies for solving problems.

Table

Reference knowledge

- Numbers: natural, whole, rational numbers, fractions and decimals, irrational and, intuitively real; order and representation on a straight line. Operations with whole and rational numbers and their properties.
- Powers and roots. Ratios and percentages. Approximations.
- The fundamentals of geometry and the meaning of the terms postulate, axiom, definition, theorem, and proof. Fundamental notions of geometry of plane and space. The main plane and solid figures.
- Euclidean plane: relations between straight lines, the congruence of figures, polygons and their properties. Circumference and circle. Measuring size: immeasurable sizes; perimeter and area of polygons. Euclidean and Pythagoras' Theorems
- Thales' theorem and its consequences. The main geometric transformations and their invariance (isometry and similarities). Examples of their use in proving geometric properties.
- Level one and two equations and inequalities. Equations and inequalities systems.
- The coordinates methods: the Cartesian plane. Graphic representation of functions.

Reference skills

- Using arithmetic calculation procedures (in your head, in writing, on a computer) to calculate arithmetic expressions and solve problems; operating with whole and rational numbers and assessing the order of magnitude of the results. Calculating simple expressions with powers and radicals. Using the concept of approximation correctly.
- Creating elementary geometric constructions using a ruler and compass and/or computer tools.
- Knowing and using geometric measurements: perimeter, area and volume of the main geometric figures of plane and space.
- Asking, analyzing and solving problems of plane and space, using the properties of geometrical figures or of suitable isometrics. Understanding proof and developing simple chains of deduction.
- Portraying the main functions encountered on a Cartesian plane. Studying the functions $f(x) = ax + b$ e $f(x) = ax^2 + bx + c$.
- Solving problems that imply the use of functions, equations and equation systems, also using graphs, connected to other subjects and routine life situations, such as the first step towards mathematical modeling.

Competence 12.

To identify appropriate strategies for solving problems.

Table

Test format

- | | |
|---|--|
| <input checked="" type="checkbox"/> Written | <input type="checkbox"/> Multiple choice |
| | <input checked="" type="checkbox"/> Short open-ended questions |
| | <input type="checkbox"/> Long open-ended questions or production of a text |
| <input type="checkbox"/> Oral | <input type="checkbox"/> Individual oral test |
| | <input type="checkbox"/> Interactive oral test |

Test content

The test will be divided into three problems, each of which can contain several questions, which will take the form of a written reality test. This implies that the subject must be linked to an everyday life situation in a public or employment context (e.g. Deciding the amount of medicine based on some hypotheses, reproducing a recipe using bigger quantities in the right proportions, calculating the surface area of a wall and deciding on the amount of paint required to paint it ...).

For each exercise, it will be necessary to include an empty space to be used to carry out the calculations.

Assessment criteria

The weight of the exercises is divided equally, i.e. 33% for each problem.

Among the criteria for assessing the test and allocating a score, the following dimensions must be considered of particular importance:

- Correct graphic representation of the questions set.
- Knowledge of geometric sizes
- Skill of knowing how to solve problems of planes and space
- Correct use of arithmetic calculation procedures
- Knowing how to solve problems that imply the use of functions, equations and equation systems

Duration of test

The test has a total duration of 60 minutes, divided equally between the exercises.

Competence 12.

To identify appropriate strategies for solving problems.

Test

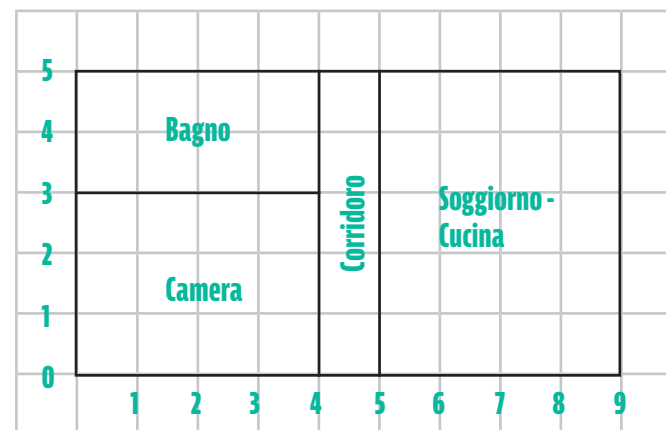
Exercise 1 - Written test with short open-ended questions

It will cost EUR 36,000 to repair the roof of a house. This amount has to be divided between three co-owners in parts that are directly proportional to the numbers 250, 350, 400, that represent the thousandths of each co-owner's property.

- How will the cost be divided between the three co-owners?

Exercise 2 - Written test with short open-ended questions

The drawing shows the plan of an apartment on a scale 1:125 (unit = 1 cm).



- Calculate the apartment's total surface area.
- Calculate the number of square tiles with a side of 25 cm need to tile the bathroom floor.
- Calculate the cost of this floor, knowing the tiles cost EUR 16.00 per m².
- To go from the hallway to the lounge, there are three steps down, each being 24 cm long and 10 cm high. A ramp must be placed on the steps to make the room accessible for everyone. Calculate the length of the ramp.

Competence 12.

To identify appropriate strategies for solving problems.

Test

Exercise 3 - Written test with short open-ended questions

Uncle Albert and Aunt Grace have two children: Luis who is 12 years old and Francoise who is 18 years old. They have lived in Italy for 5 years, and this is their financial situation: Uncle Albert works as a school janitor and has a permanent employment contract; Aunt Grace is attending a training course, funded by the Region, 2 hours a day three times a week, for three months; little cousin Luis goes to lower secondary school, while Francoise is at upper secondary school and receives an allowance. They have a small amount of savings in a bank account, EUR 3,000, and received 1.5% monthly interest. You must help your cousin Francoise create a family budget, that includes all the family income and all the expenses that they incur as living costs.

- Knowing that they have EUR 3,000 in a bank account and that it receives a monthly interest of 1.5%, calculate how much interest is accrued in one year.
- Based on the information below, identify the incoming and outgoing amounts (daily, weekly and/or monthly) and create a table that shows the problem.
 - Salary: € 1,150 per month
 - Cost of clothing: € 150 per month
 - Training courses: € 1.50 per day
 - Bills (water, electricity, gas): € 250 per month
 - Food bill: € 75 per week
 - Gym: € 500 for 6 months
 - Telephone top-up charge: € 30 per month
 - Netflix subscription: € 24 per month
 - Sky subscription: € 200 per year
 - Allowance: € 25 per week
 - Public transport costs: €25 per month
 - Interest on bank savings: 1.5% per month
- Calculate the total annual incoming and outgoing amounts Can you put money to aside for unforeseen expenses?

Competence 13.

Analysing data and interpreting them by developing deductions and reasoning of said data, also using graphic portrayals, and mindfully using calculation tools and the potential offered by specific computer applications.

Table

Reference knowledge

- Organizing and representing data. Distributions of frequencies depending on type of character and main graphic representations. Average values and variability measurements.
- Meaning of probability and its evaluations. Sample spaces (fair) of probability: separate events, compound probability, independent events. Probability and frequency.

Reference skills

- Gathering, organizing and representing a set of data. Calculating average values and some measures of distribution variability.
- Calculating the probability of elementary events.

Test format

- | | |
|---|--|
| <input checked="" type="checkbox"/> Written | <input type="checkbox"/> Multiple choice |
| | <input checked="" type="checkbox"/> Short open-ended questions |
| | <input type="checkbox"/> Long open-ended questions or production of a text |
| <input checked="" type="checkbox"/> Oral | <input checked="" type="checkbox"/> Individual oral test |
| | <input type="checkbox"/> Interactive oral test |

Test content

Starting with graphs and tables, the student must perform 2 types of exercises:

- Written test with short open-ended questions linked to the data, frequency distributions, average values and variability measures.
- Individual oral test focused on applying probabilities. If considered necessary, the student can provide a conceptual scale or map.

Competence 13.

Analysing data and interpreting them by developing deductions and reasoning of said data, also using graphic portrayals, and mindfully using calculation tools and the potential offered by specific computer applications.

Table

Assessment criteria

The weight of the exercises is divided as shown below:

- Written test with short answers: 67%;
- Individual oral test: 33%.

Among the criteria for assessing the test and allocating a score, the following dimensions must be considered of particular importance:

- Ability to interpret the provided data
- Theoretical and application knowledge of concepts and distribution of frequency, average value and variability measures.
- Comprehension of graphs provided
- Ability to correctly apply the concept of probability

Duration of test

The two exercises have a total duration of 40 minutes maximum, divided as follows:

- Written test with short answers: 30 minutes;
- Individual oral test: 10 minutes.

Competence 13.

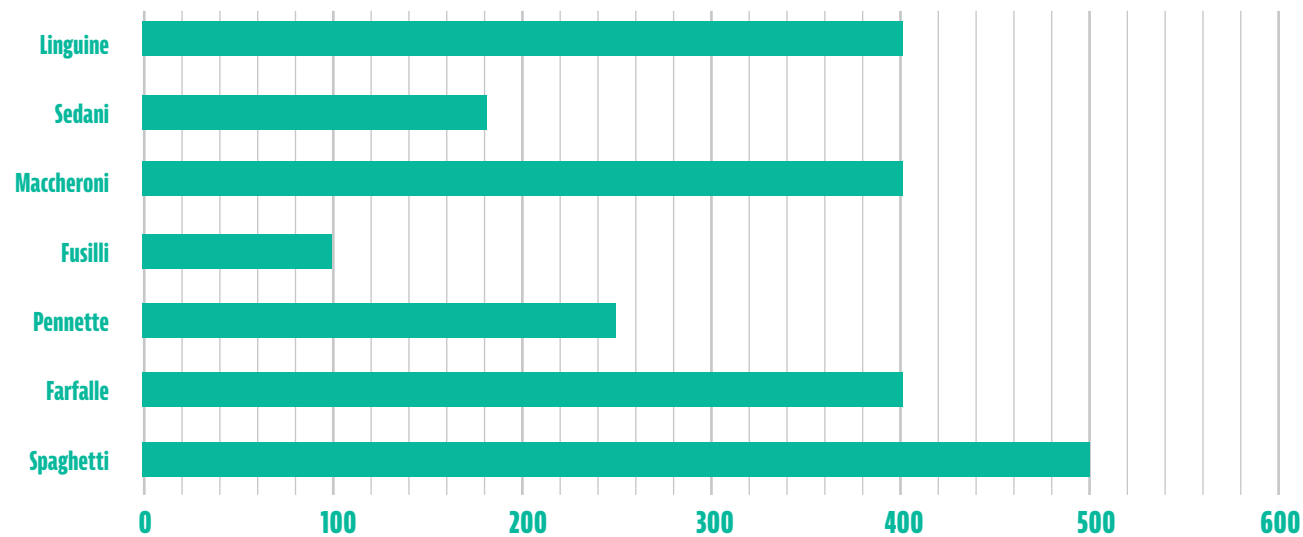
Analysing data and interpreting them by developing deductions and reasoning of said data, also using graphic portrayals, and mindfully using calculation tools and the potential offered by specific computer applications.

Test

Exercise 1 – Written test with short open-ended questions

69

A pasta-making company has interviewed some people to know which their favorite shape of pasta is. The graph below shows the data collected.



- How many people were interviewed?
- Which is the most favorite and least favorite type of pasta?
- Calculate the interviewees' arithmetical average.
- Determine the trend for past preference.
- Calculate the percentage of people interviewed who prefer spaghetti.
- What is the name of this type of graph?
- Show the data collected using another type of graph (you can use an electronic spreadsheet, if the teacher allows it, based on the users and infrastructure).

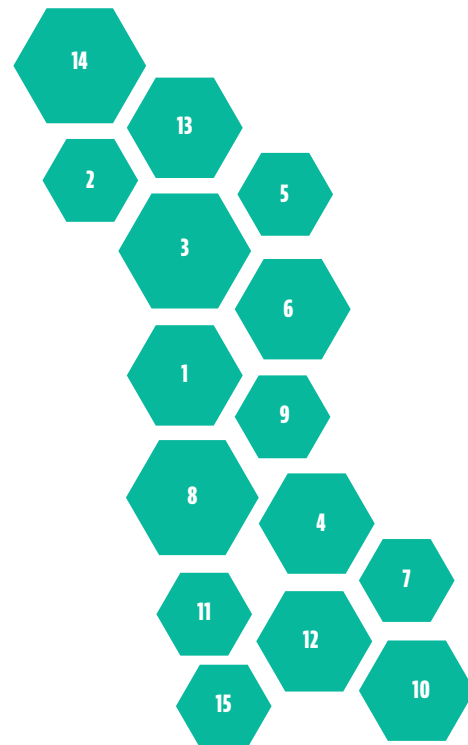
Competence 13.

Analysing data and interpreting them by developing deductions and reasoning of said data, also using graphic portrayals, and mindfully using calculation tools and the potential offered by specific computer applications.

Test

Exercise 2 - Individual oral test

In a container there are 15 cards numbered from 1 to 15.



If you take out one card at random, calculate the probability that the number shown will be:

- zero;
- an even number;
- a prime number;
- a number that can be divided by 3;
- a number that can be divided by 5.

In reference to the cards we portrayed, is extracting the card showing the number 50 an elementary, certain or impossible event?

Competence 14.

To observe, describe and analyse phenomena belonging to natural and artificial reality and recognize concepts of system and complexity in their various forms.

Competence 15.

To qualitatively and quantitatively analyse energy transformation phenomena, starting from one's own experience.

Competence 16.

To be aware of the potential and limitations of technology in the cultural and social context in which they are applied.

Competence 14.

To observe, describe and analyse phenomena belonging to natural and artificial reality and recognize concepts of system and complexity in their various forms.

Table

Reference knowledge

- The solar system and planet Earth.
- Lithosphere dynamics; earthquakes and volcanoes
- Minerals and their physical properties; magma rock, sedimentary rock and metamorphic rock; rock cycle
- Geographic coordinates: latitude and longitude, parallels and meridians.
- Origin of life: living matter organization levels (molecular structure, cell and sub-cell structure; viruses, prokaryotic cells, eukaryotic cells).

Reference skills

- Identifying the consequences of rotations and revolutions of the Earth on our planet.
- Recognizing cells as the basic functional units of every living being.
- Comparing structures common to all eukaryotic cells, separating them into animal cells and plant cells.
- Stating the common characteristics of organisms and the parameters most frequently used to classify organisms.

Test format

- Written
- Multiple choice
- Short open-ended questions
- Long open-ended questions or production of a text
- Oral
- Individual oral test
- Interactive oral test

Test content

The test will be divided into 10 exercises, 5 of which will be multiple-choice questions and 5 short open-ended questions.

It is recommended to set the exercises in ascending order of difficulty.

Competence 14.

To observe, describe and analyse phenomena belonging to natural and artificial reality and recognize concepts of system and complexity in their various forms.

Table

Assessment criteria

The weight of the exercises is divided as shown below:

- Multiple-choice questions: 33%;
- Short open-ended questions: 67%.

Among the criteria for assessing the test and allocating a score, the following dimensions must be considered of particular importance:

- Knowledge of the Earth's main movements
- Knowledge of the main characteristics of the various types of cells
- Theoretical and application understanding of geographic coordinates

Duration of test

The exercises set have a total duration of 40 minutes maximum, divided as follows:

- Multiple-choice questions: 20 minutes;
- Short open-ended questions: 20 minutes maximum.

Competence 14.

To observe, describe and analyse phenomena belonging to natural and artificial reality and recognize concepts of system and complexity in their various forms.

Test

Exercise 1 - Written test with multiple-choice questions

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1. How can we define cells?

- The smallest non-living units
- The smallest living units
- The largest non-living units
- The largest living units

2. The Moon is:

- A Planet
- A Satellite
- A Star
- A Black hole

3. Metamorphic rocks form:

- From the part fusion of rocks on the Earth's crust
- When a pre-existing rock undergoes different pressure and temperature than the ones it was formed at
- Due to the accumulation of various types of sediment coming from the disintegration of pre-existing rocks.
- After magma solidifies

4. An earthquake is caused by:

- The emission of lava from volcanoes
- The sudden movement of parts of the earth's crust
- The brusque freeing of energy from the substratum
- The sliding of masses of earth along the faults

5. In January, it is summer in Sydney, Cape Town or Buenos Aires. Why?

- They are the closest cities to the equator
- The southern hemisphere is closer to the sun
- Due to the tilting of the earth's axis
- It is always warmer in the south

Competence 14.

To observe, describe and analyse phenomena belonging to natural and artificial reality and recognize concepts of system and complexity in their various forms.

Test

Exercise 2 - Written test with short open-ended questions

1. Enter the correct term alongside each definition of a volcano:
 - Collection tank of magma: _____
 - Opening through which magma escapes: _____
2. What does the nucleus of animal and plant cells contain?
3. Briefly describe the Earth's rotation around the Sun.

4. What are the coordinates of Bari, more or less?



Competence 15.

To qualitatively and quantitatively analyse energy transformation phenomena, starting from one's own experience.

Table

Reference knowledge

- Ecosystems (energy circuits, food cycles, biogeochemical cycles).
- Metabolic processes: autotrophic and heterotrophic organisms; cellular respiration and photosynthesis.

Reference skills

- Stating the common characteristics of organisms and the parameters most frequently used to classify organisms..

Test format

- Written
 - Multiple choice
 - Short open-ended questions
 - Long open-ended questions or production of a text
- Oral
 - Individual oral test
 - Interactive oral test

Test content

The test will be divided into 7 exercises, 4 of which will be multiple-choice questions and 3 short open-ended questions.

It is recommended to set the exercises in ascending order of difficulty.

Assessment criteria

The weight of the exercises is divided as shown below:

- Multiple-choice questions: 50%;
- Short open-ended questions: 50%.

Among the criteria for assessing the test and allocating a score, the following dimensions must be considered of particular importance:

- Knowledge of the various types of ecosystem
- Knowledge of the main metabolic processes

Duration of test

The exercises set have a total duration of 30 minutes maximum, divided as follows:

- Multiple-choice questions: 15 minutes;
- Short open-ended questions: 15 minutes.

Competence 15.

To qualitatively and quantitatively analyse energy transformation phenomena, starting from one's own experience.

Test

Exercise 1 - Written test with multiple-choice questions

1. What are the two most important functions of roots?
 - Keeping the plant still in the ground and exposing the plant to light
 - Keeping the plant still in the ground and taking nutrients from the soil
 - Taking nutrients from the soil and producing oxygen
 - Keeping the plant still in the ground and aiding cellular respiration
2. An ecosystem is:
 - The group of all animals and plants in an environment
 - The group of all abiotic elements in an environment
 - The group of relations that link living beings to each other and with their environment
 - The group of all the rocks in a particular area
3. Photosynthesis is:
 - The chemical process implemented by autotrophic organisms to produce methane
 - The chemical process implemented by heterotrophic organisms to produce carbon dioxide
 - The chemical process implemented by heterotrophic bacteria to produce glucose
 - The chemical process implemented by autotrophic organisms to produce glucose
4. Which organisms assimilate the remains of dead animals and plants and close the food chains?
 - The producers
 - The decomposers
 - The consumers
 - The depositors

Exercise 2 - Written test with short open-ended questions

1. Why can a bottle filled with water explode if placed in a freezer?
2. What are the stages of the water cycle?
3. To increase soil fertility, which micro-organism action should be encouraged?

Competence 16.

To be aware of the potential and limitations of technology in the cultural and social context in which they are applied.

Table

Reference knowledge

- The atmosphere; climate; consequences of climate change: availability of drinking water, desertification, large-scale human migration.
- The hydrosphere, seabed; physical and chemical characteristics of water; water movement, waves, currents.
- Interpretive theories of the evolution of the species.
- Reproductive processes, environmental variability and habitats.
- Birth and development of genetics
- Genetics and biotechnology: practical implications and consequent ethical matters.
- The human body as a complex system: homeostasis and state of health.
- Diseases: prevention and lifestyles (eating disorders, smoking, alcohol, drugs and narcotics, sexually transmitted diseases).

Reference skills

- Describing the mechanism of DNA duplication and protein synthesis.
- Describing the roles of organisms, essential for balancing natural environments and for rebalancing environments that have deteriorated due to pollution.
- Reconstructing the evolutionary history of human beings, highlighting the complexity of the phylogenetic tree of hominids.

- Describing the human body, analysing the interconnections between systems and apparatus.
- Analysing the current state of and changes to the planet, also referring to exploitation of the Earth's resources.

Test format

- Written
- Multiple choice
- Short open-ended questions
- Long open-ended questions or production of a text
- Oral
- Individual oral test
- Interactive oral test

Test content

The interactive oral test will be focused on a topic chosen from among genetics, health and sustainability.

The questions asked by the teacher will be in ascending order of difficulty

An image, text or newspaper headline can be used to guide the discussion.

Competence 16.

To be aware of the potential and limitations of technology in the cultural and social context in which they are applied.

Table

Assessment criteria

Among the criteria for assessing the test and allocating a score, the following dimensions must be considered of particular importance:

- The ability to analyse topics of interest in a structured, articulate manner
- Knowing how to describe the impact of the main issues linked to genetics, health and the sustainability of today's society
- Knowing how to provide tangible, pertinent examples of the suggested issues
- Ability to provide a well-organized observation on the topic of interest, starting with an analysis of an image, a text or a newspaper headline

Duration of test

The test will last a maximum of 20 minutes (not including the time for the teacher to present the test and for the student to prepare).

Competence 16.

To be aware of the potential and limitations of technology in the cultural and social context in which they are applied.

Test

Exercise 1 - Interactive oral test

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Choose one of these three groups of images that inspires you the most. What do these images make you think of?

Sustainability – Plastic

- Why is the problem of plastic so important?
- How many types of plastic are there?
- Why can we state that plastic is also found in what we eat?
- Can we speak of plastic biodegradability?
- What can we do to consume plastic responsibly?

Health – smoking

- Why is smoking bad for you?
- From a psychological point of view what use does smoking have?
- With a law in 2003, the Italian government prohibited smoking in closed spaces Why is this law important for everyone?
- What impact does smoking have on cellular respiration?
- What can you do to stop smoking?

Genetics – biotechnologies

- What is the impact of biotechnologies on modern society? Provide relevant examples, referring to at least two different fields, choosing between medicine, pharmacy, agriculture, veterinary, the environment and industry.
- What is the relationship between biotechnology and genetic variability?

Competence 16.

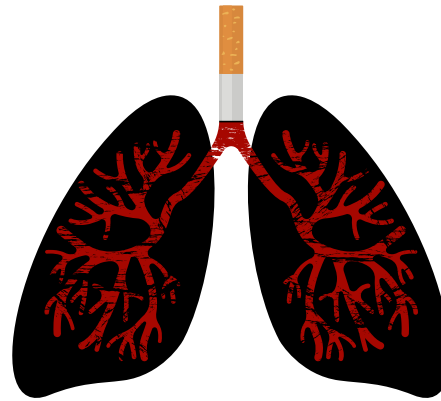
To be aware of the potential and limitations of technology in the cultural and social context in which they are applied.

Test

Group 1



Group 2



Group 3





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