



REPORT RESTITUZIONE PROVE CLASSI PARALLELE



In riferimento a quanto deliberato nel Collegio Docenti e nelle riunioni dipartimentali le prove comuni per classi parallele sono state somministrate a tutte le classi della Scuola Primaria e alle classi prime e seconde e terze della Scuola Secondaria di Primo Grado.

Le prove hanno tenuto conto e degli alunni che beneficiano dell'eventuale personalizzazione degli apprendimenti, soprattutto nel caso di alunni con disabilità, con DSA o con BES in generale.

Per attuare le priorità indicate nel Piano di Miglioramento e per l'autovalutazione d'Istituto, gli esiti degli alunni nelle prove comuni per classi parallele, contribuiranno a fornire elementi statistici di valutazione dell'efficacia e dell'efficienza dell'azione formativa svolta complessivamente nei vari ordini di scuola. Trattandosi di prove oggettive, è stato utilizzato un criterio di valutazione base a punti che corrisponde al voto 10, massima valutazione.

Le prove sono state corrette e valutate, nel rispetto dei criteri stabiliti, dai docenti della disciplina interessata. I dati specifici restano a disposizione dei docenti per ulteriori considerazioni e valutazioni. I dati acquisiti saranno utilizzati nell'ambito dell'autovalutazione di Istituto per individuare le aree prioritarie da migliorare e per definire gli obiettivi di miglioramento.

CONDIVISIONE DEI RISULTATI:

L'analisi critica e ragionata dei risultati restituiti dai docenti di classe costituirà, in sede dipartimentale, elemento utile e produttivo per il potenziamento e il miglioramento dell'azione didattica, nell'ottica di un processo condiviso di autovalutazione d'Istituto. Si tratterà di leggere i dati in relazione agli indici di comparazione per un confronto a livello interno (nella classe) e trasversale (classi parallele), ponendosi delle oggettive domande sui propri punti di forza e di criticità.

OBIETTIVI SPECIFICI

- Costruzione della cultura della valutazione;
- Standardizzazione di format comuni di prove per classi parallele ed implementazione di modelli comuni di elaborazione dei dati;
- Costruzione della cultura della valutazione: utilizzo del dato valutativo per progettare il miglioramento;
- Redigere griglie di valutazione comuni per le singole discipline e prove;
- Sperimentare modalità collegiali di lavoro.

FASI ESPLETATE:

- FASE 1: individuazione collegiale delle discipline oggetto delle prove comuni;
- **FASE 2:** individuazione e definizione delle conoscenze e competenze disciplinari e delle competenze trasversali sottese;
- **FASE 3:** strutturazione dei quesiti: tipologia e numero. I testi delle prove devono essere uguali per tutte le classi parallele dei vari ordini di scuola per favorire la comparabilità degli esiti;
- **FASE 4:** somministrazione delle prove;
- **FASE 5:** modalità di valutazione;
- **FASE 6:** restituzione dei dati.

SCUOLA PRIMARIA

Il monitoraggio sull'esito è stato effettuato attraverso prove oggettive e strutturate, predisposte dai docenti dei consigli di Interclasse.

Dai risultati emersi si evidenzia un livello degli apprendimenti complessivamente positivo.

Dalla comparazione dei dati tra il primo e secondo quadrimestre si evince un miglioramento in tutti i nuclei relativi alle discipline indagate, ad eccezione dei nuclei inerenti la matematica nelle classi quarte dove si è rilevata una flessione in negativo.

La percentuale degli alunni che si colloca nel livello **"In via di prima acquisizione"** è inferiore all'1% mentre la percentuale nel livello **"Base"** non supera il 5% in tutte le classi.

GRAFICO scuola primaria– link di collegamento

SCUOLA SECONDARIA

Il monitoraggio sull'esito è stato effettuato attraverso prove oggettive e strutturate, predisposte dai docenti dei consigli di classe.

Dai risultati emersi si evince un adeguato livello degli apprendimenti (Inglese Italiano), sebbene ancora non omogeneo tra le classi determinandone ciò che gli Invalsi segnala come varianza TRA classi. Più omogenei risultano gli esiti **"Dentro"** le classi.

Si rileva qualche flessione in negativo per ciò che concerne la matematica.

Dalla comparazione dei dati tra il primo e secondo quadrimestre si rileva una generale riconferma dei dati ottenuti nella fase iniziale.

Permangono, relativamente alla matematica, esiti da migliorare.

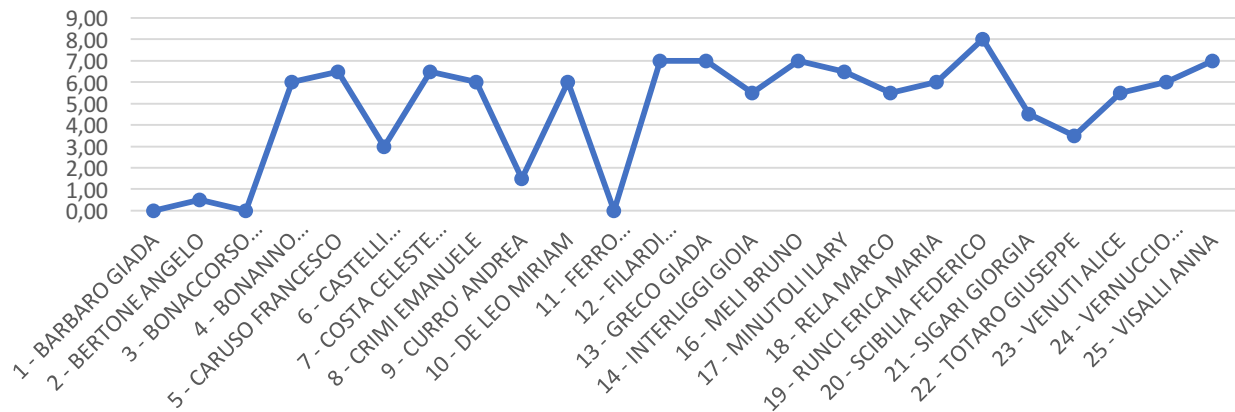
GRAFICO scuola secondaria – link di collegamento

La funzione strumentale Area 4

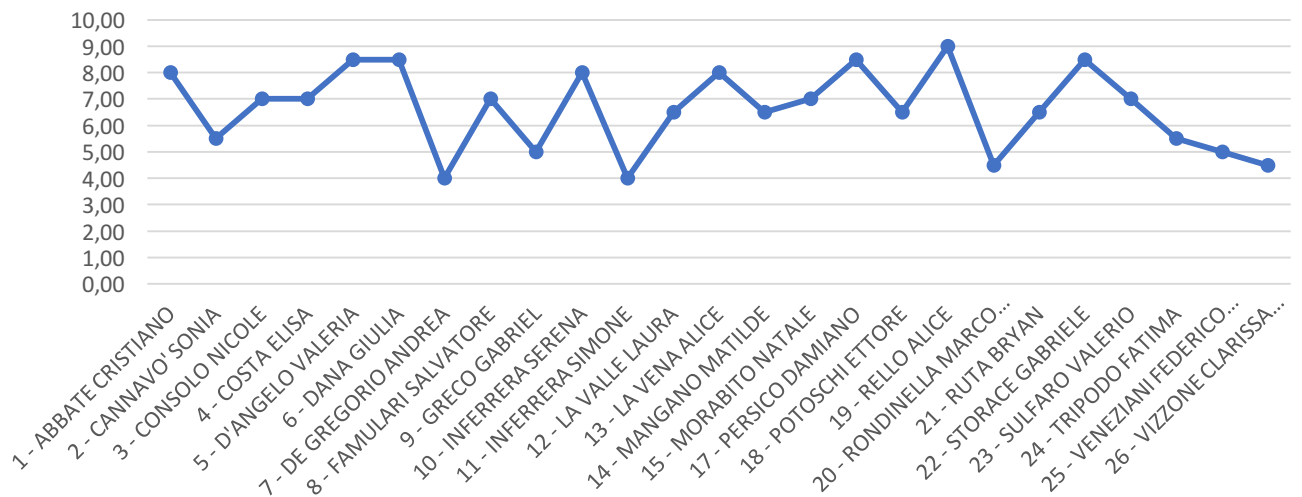
Prof.ssa Rosaria Marotta

PROVE COMUNI INTERMEDIE DI MATEMATICA

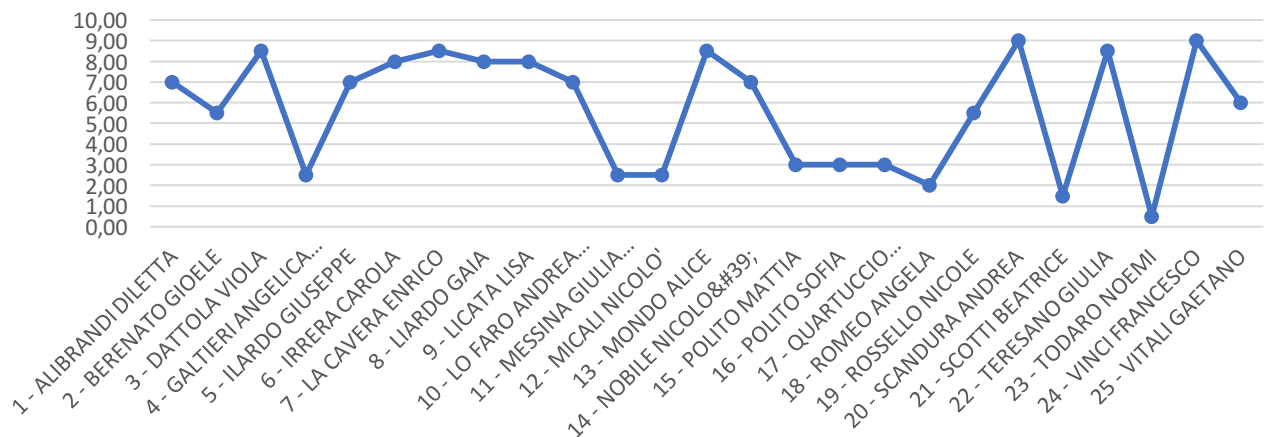
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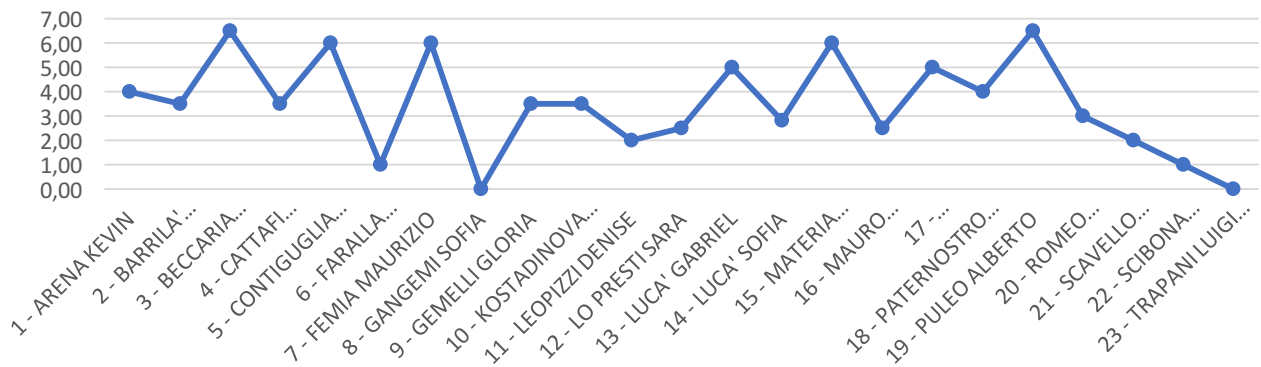
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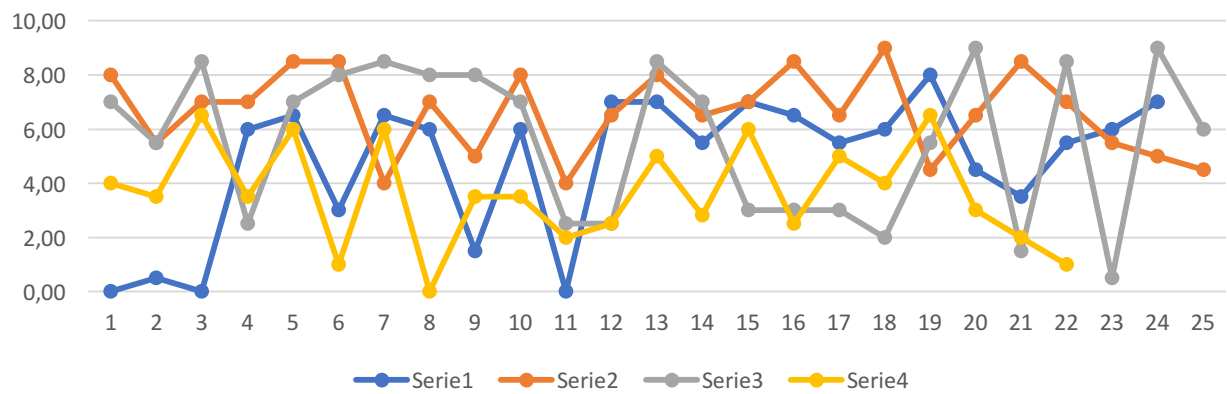
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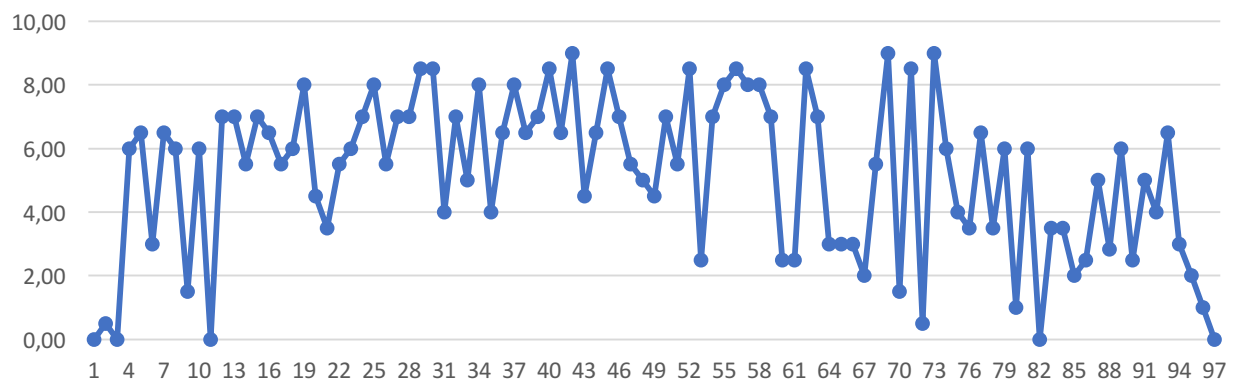
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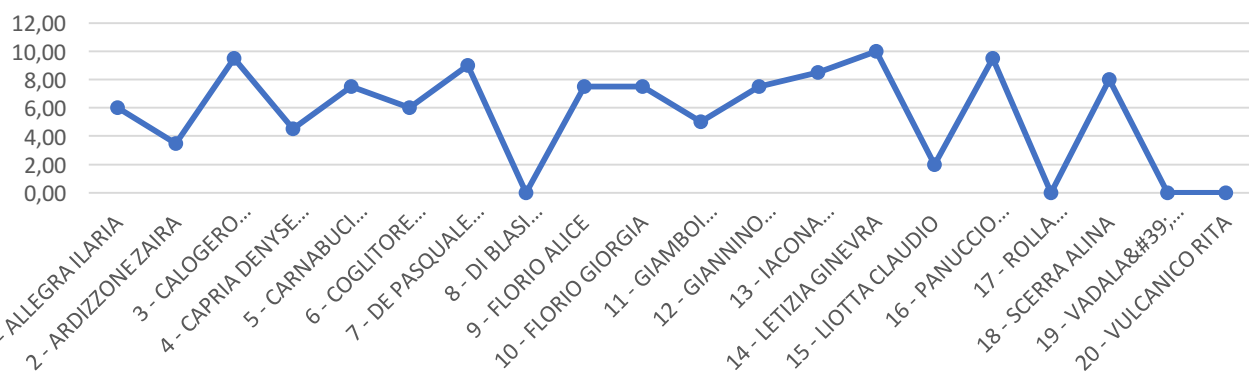
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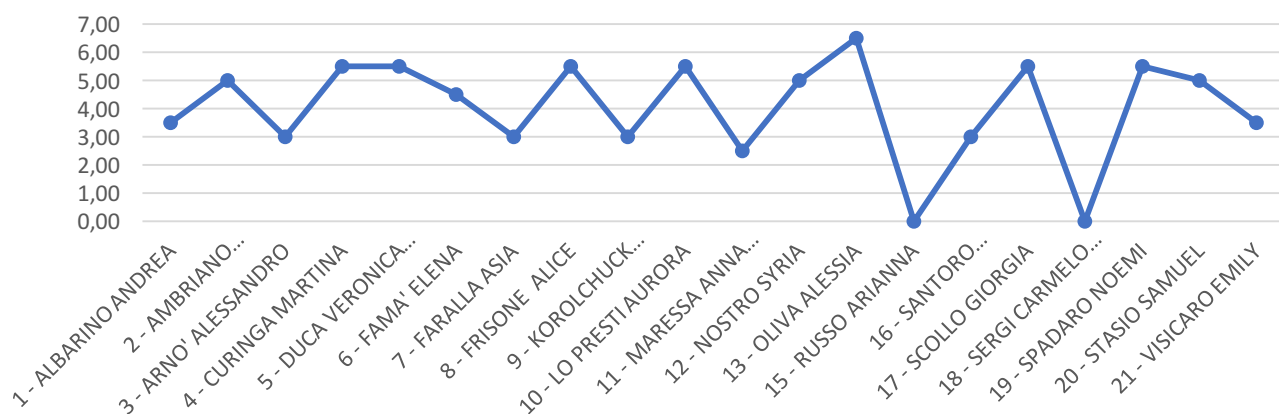
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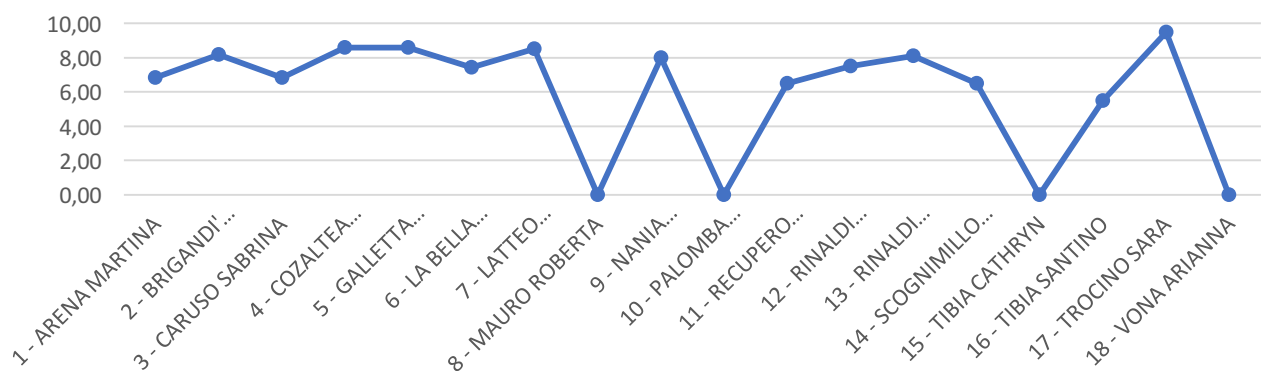
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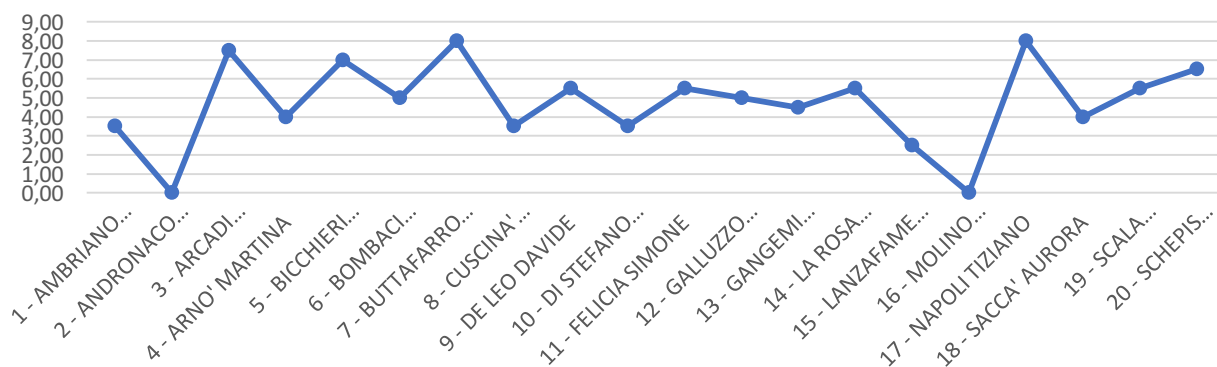
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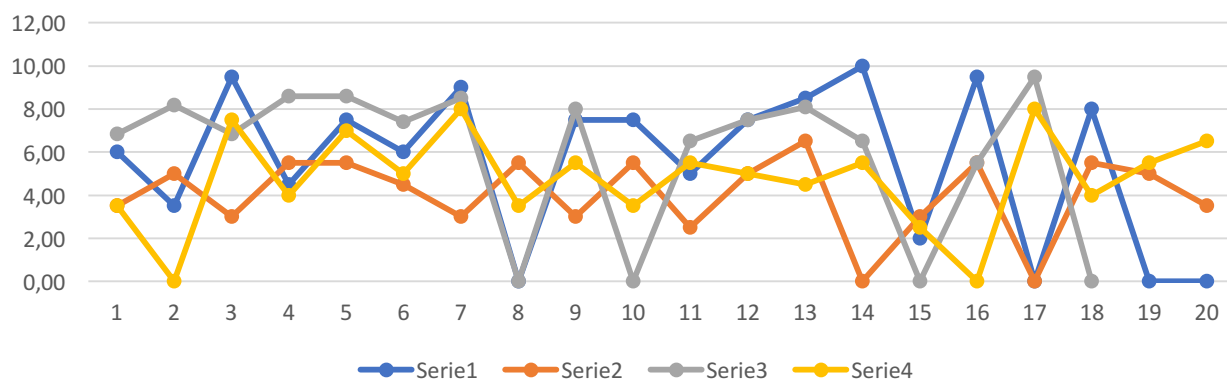
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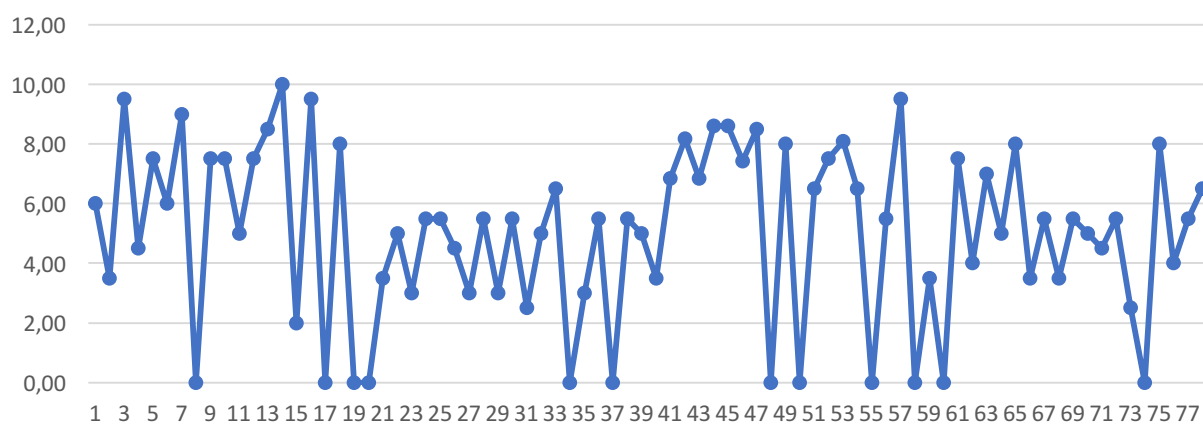
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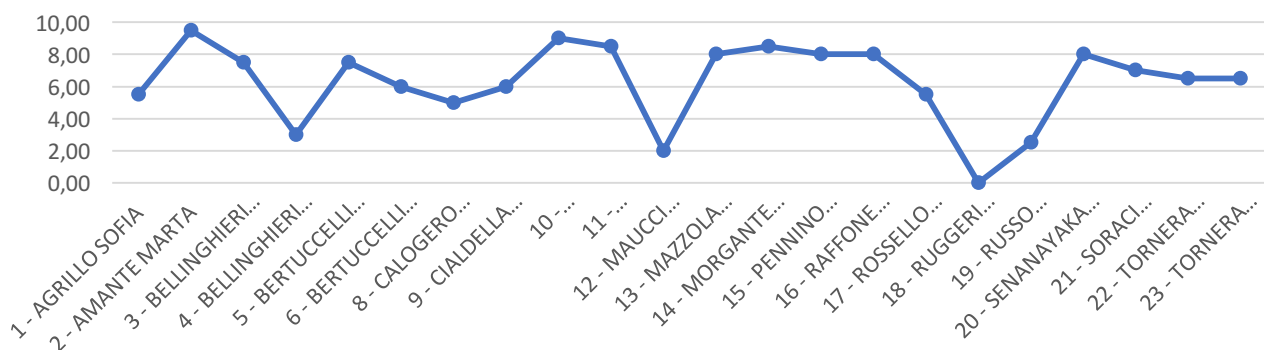
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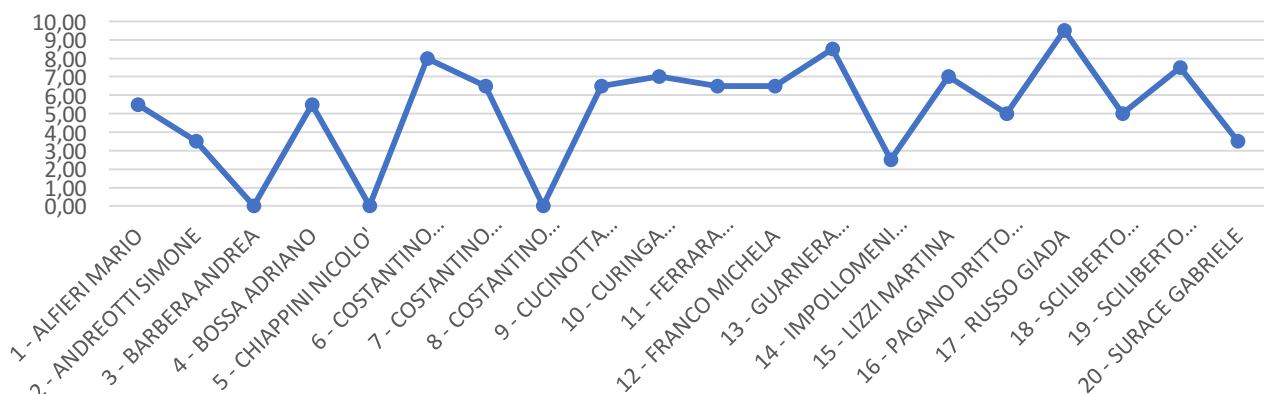
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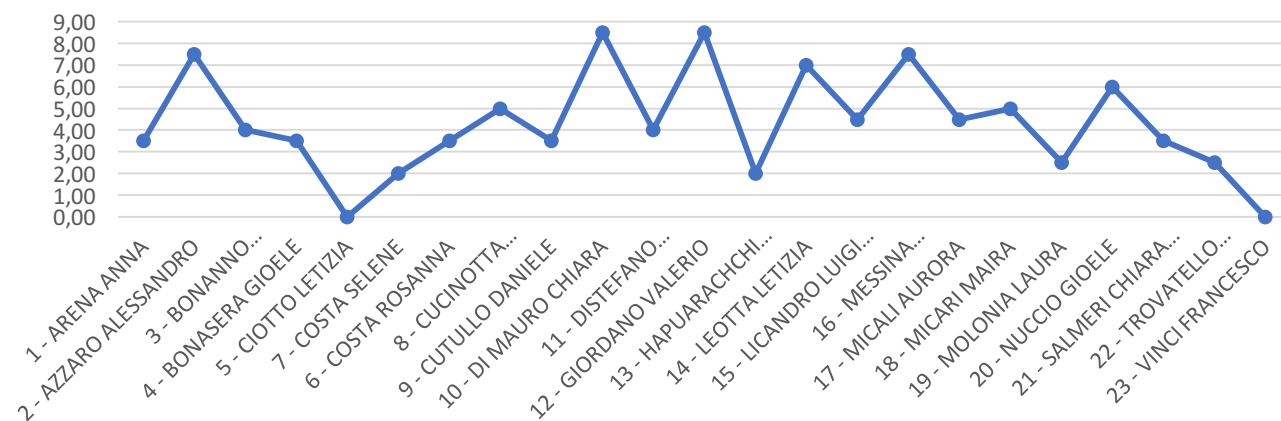
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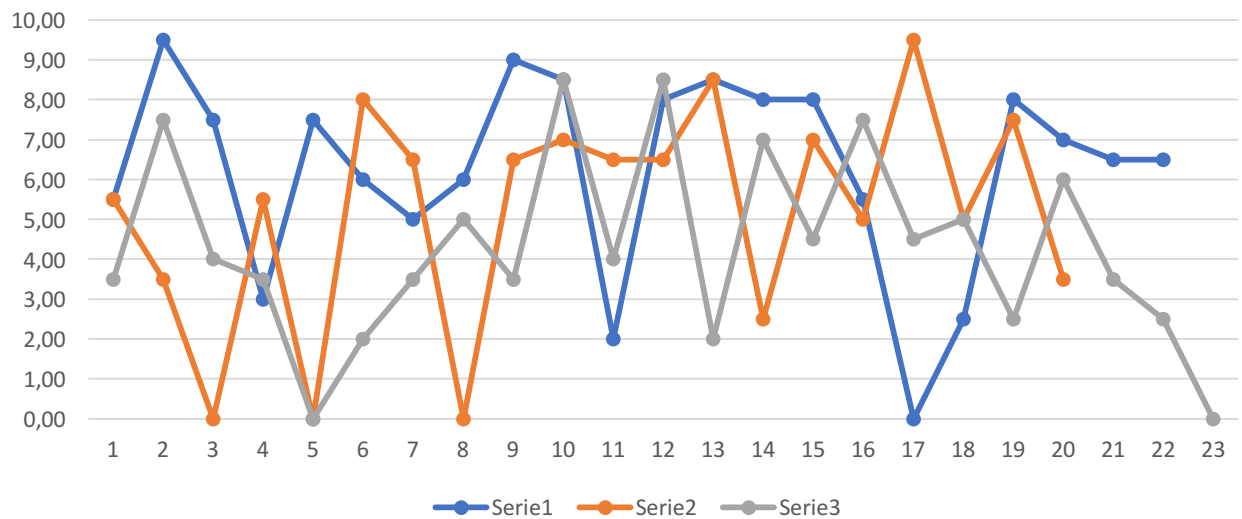
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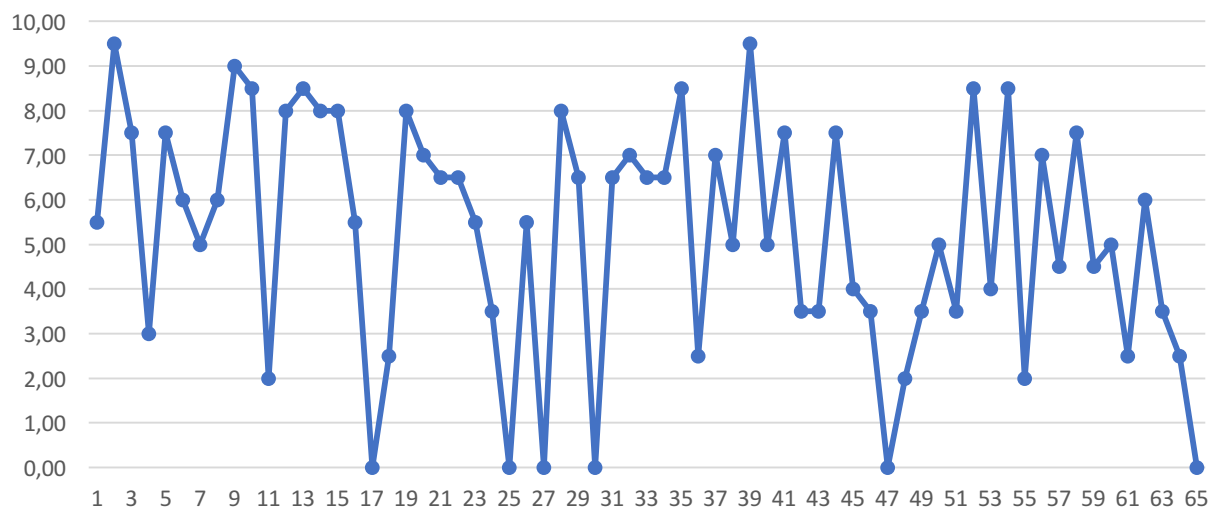
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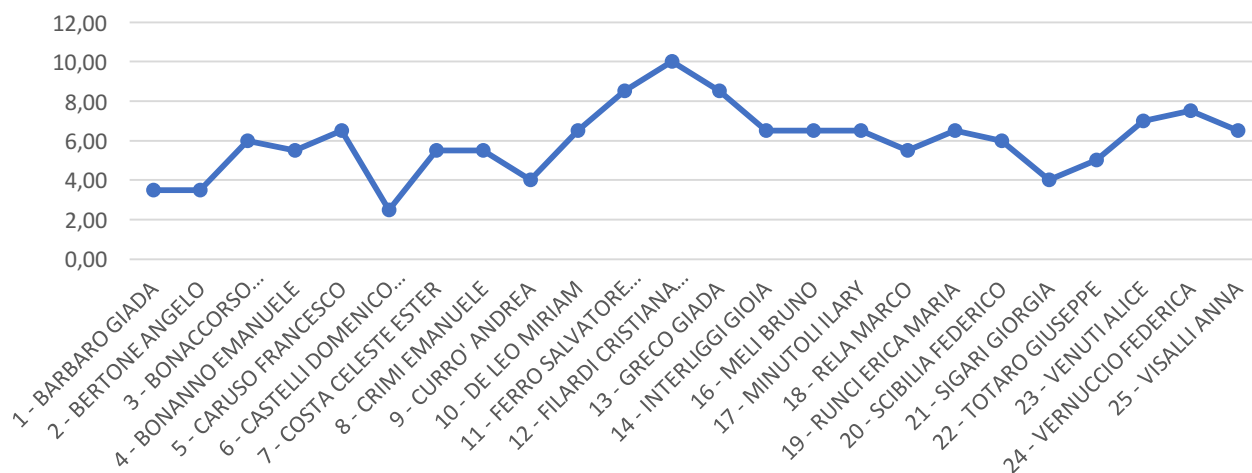


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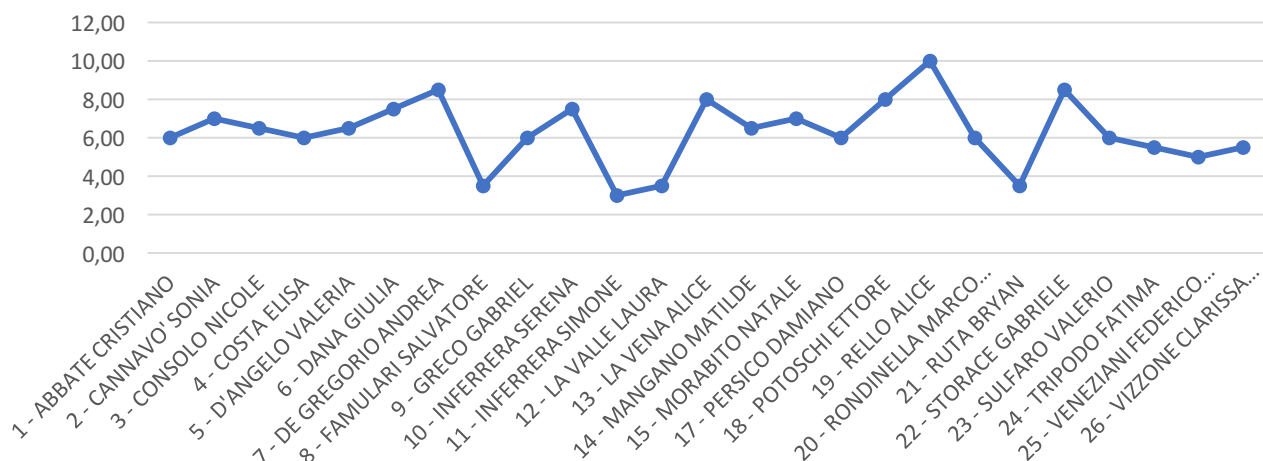


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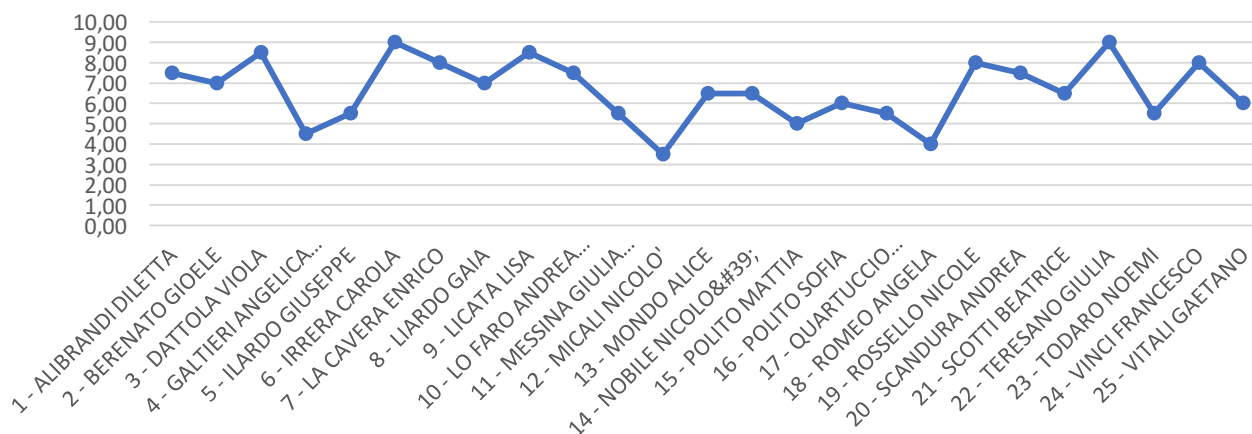
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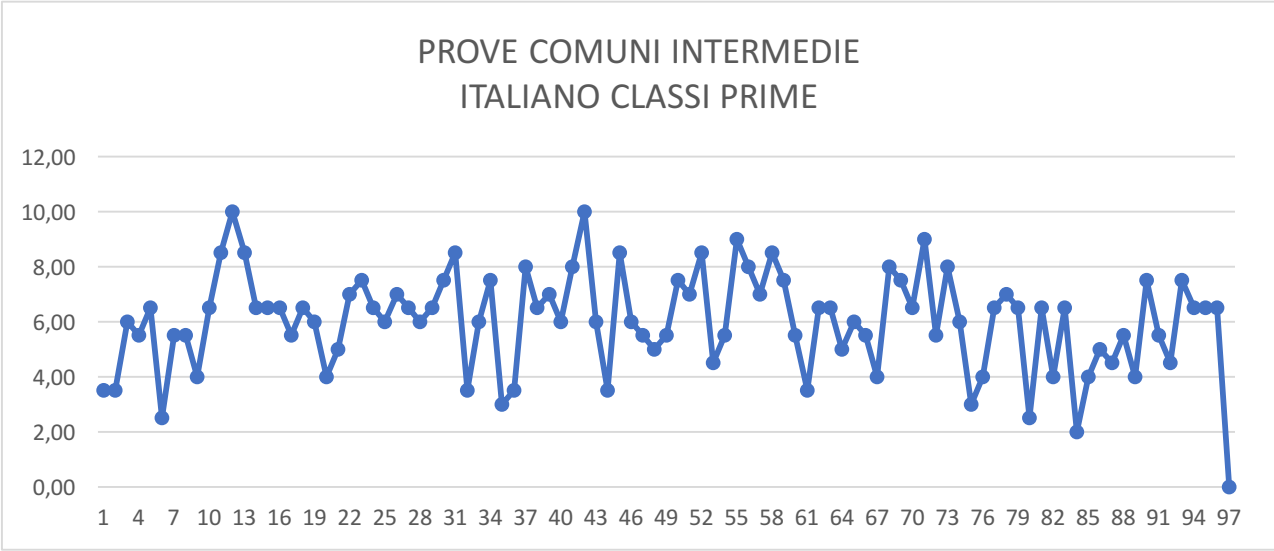
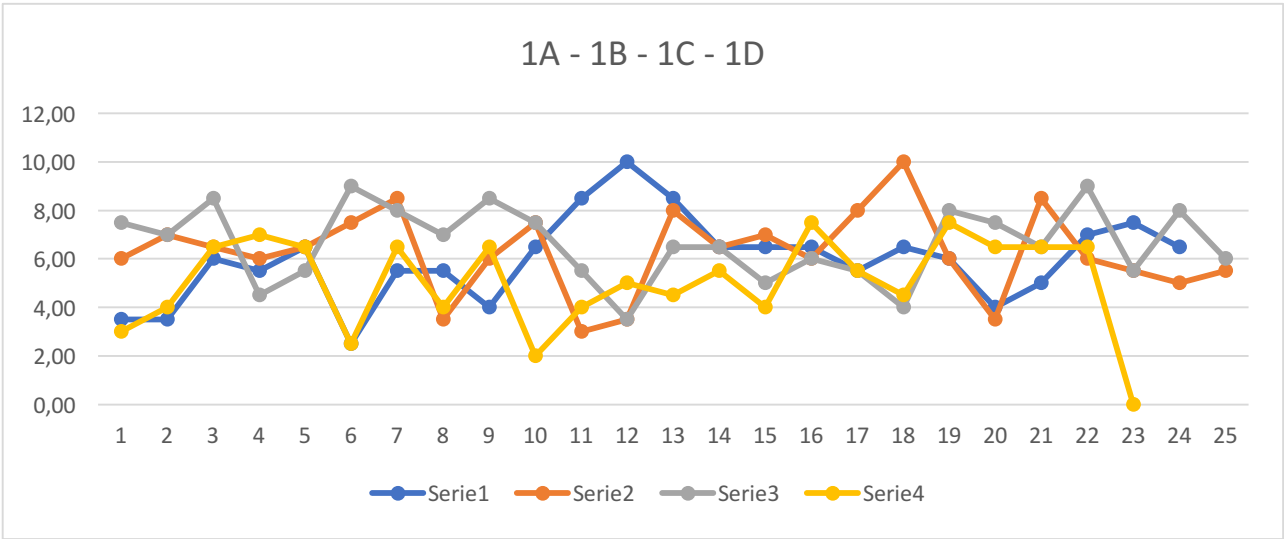
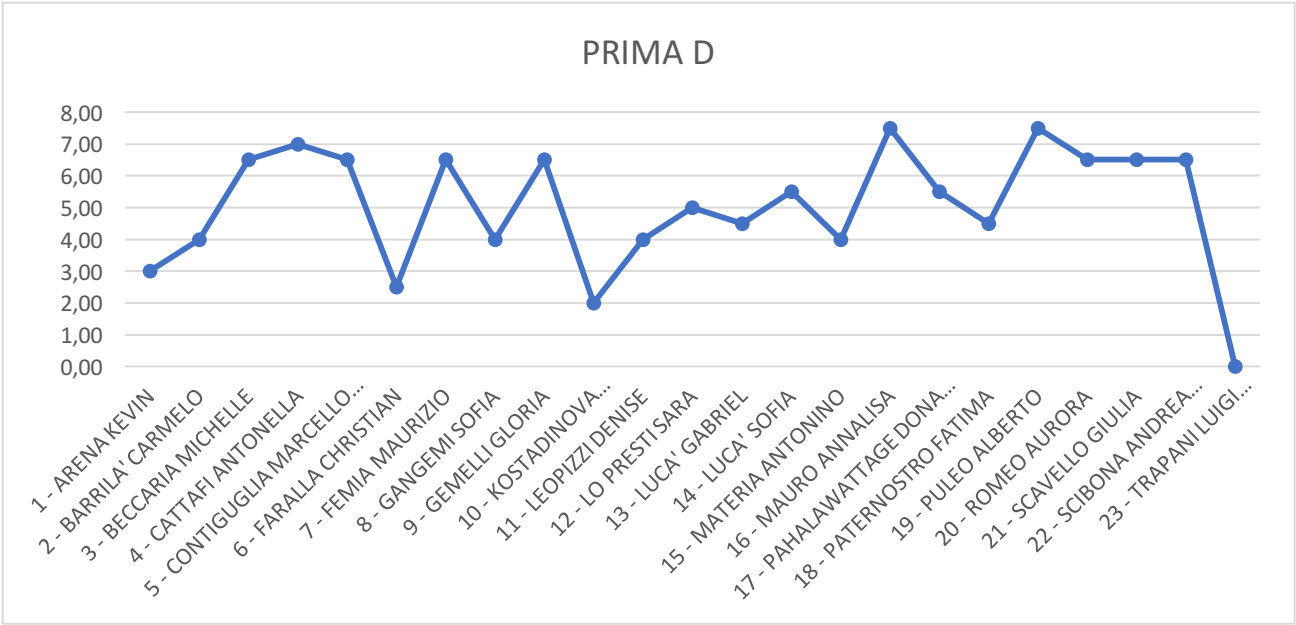


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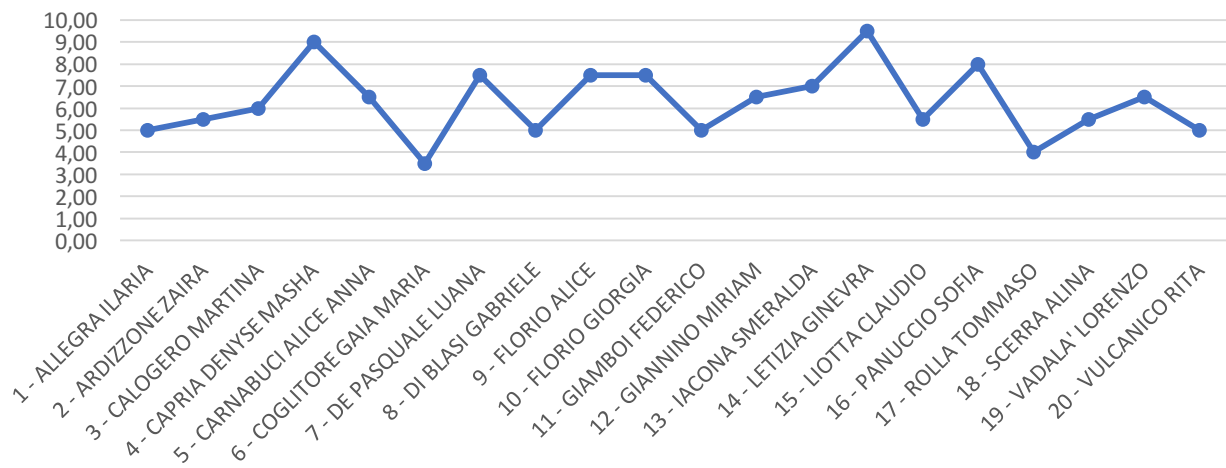


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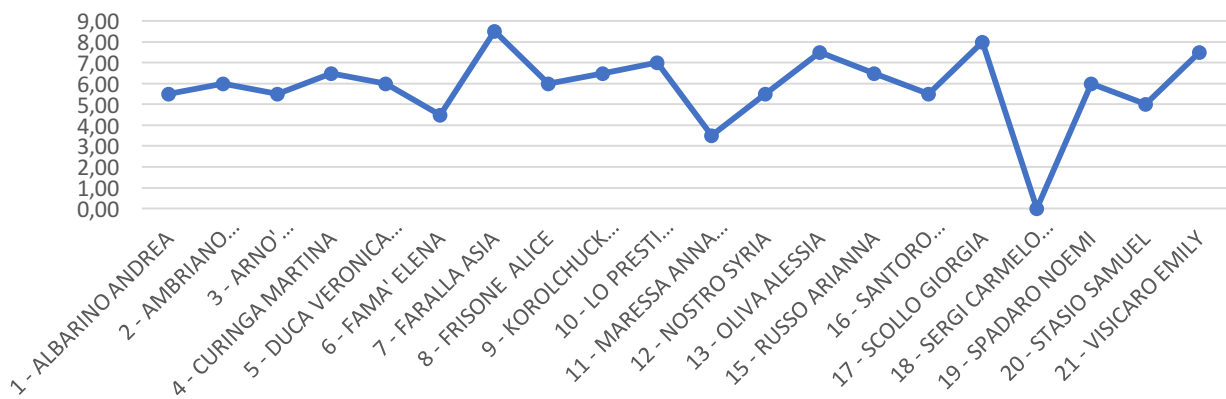




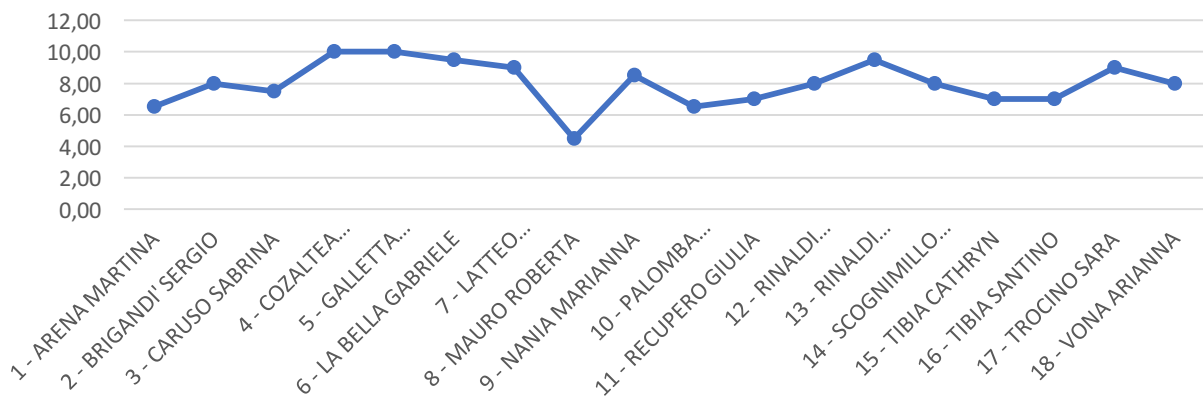
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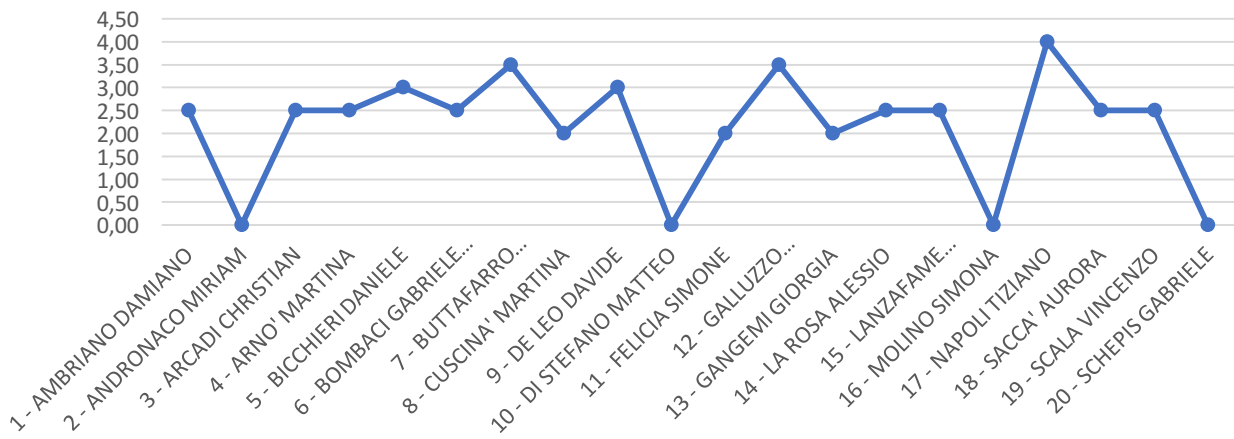
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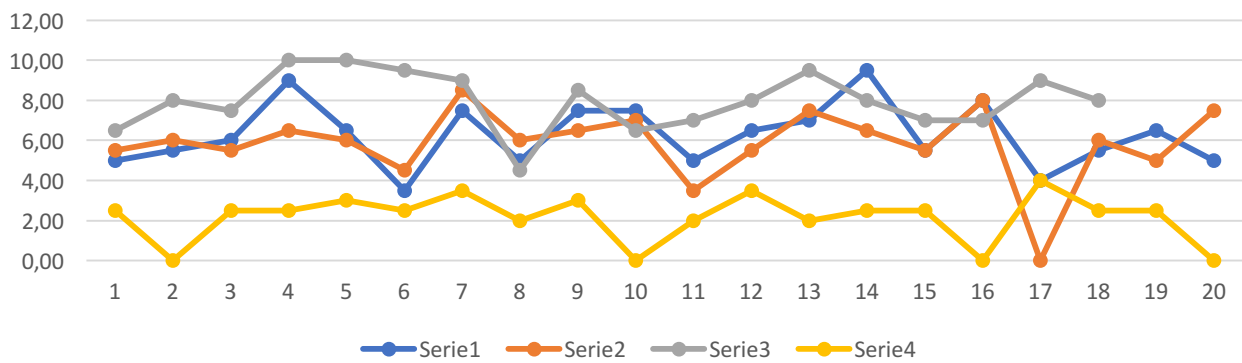
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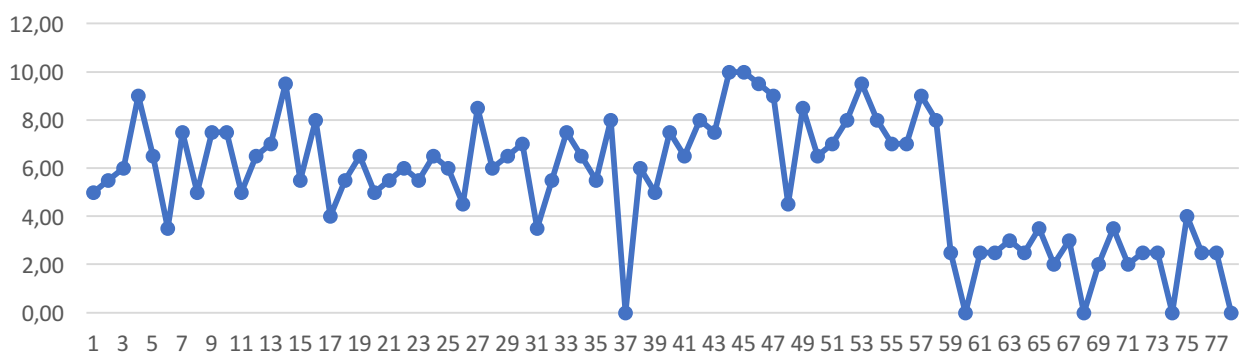
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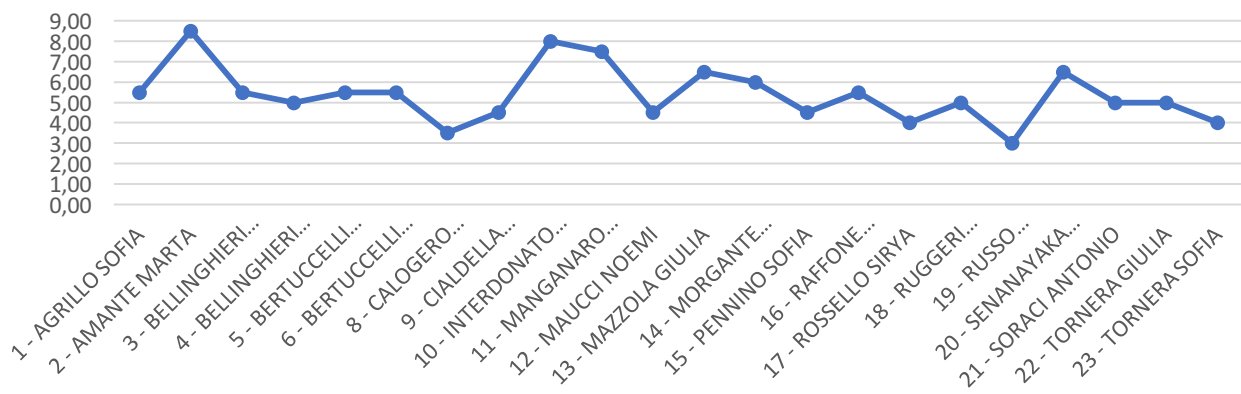
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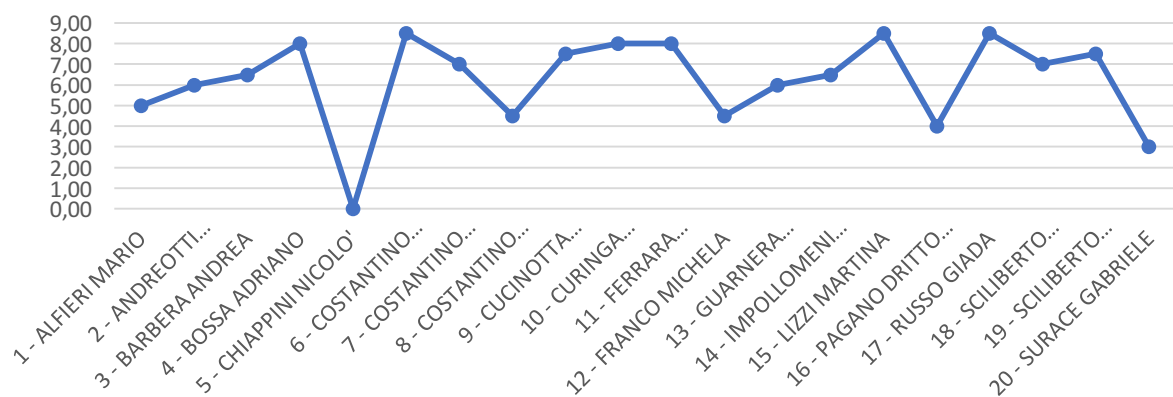
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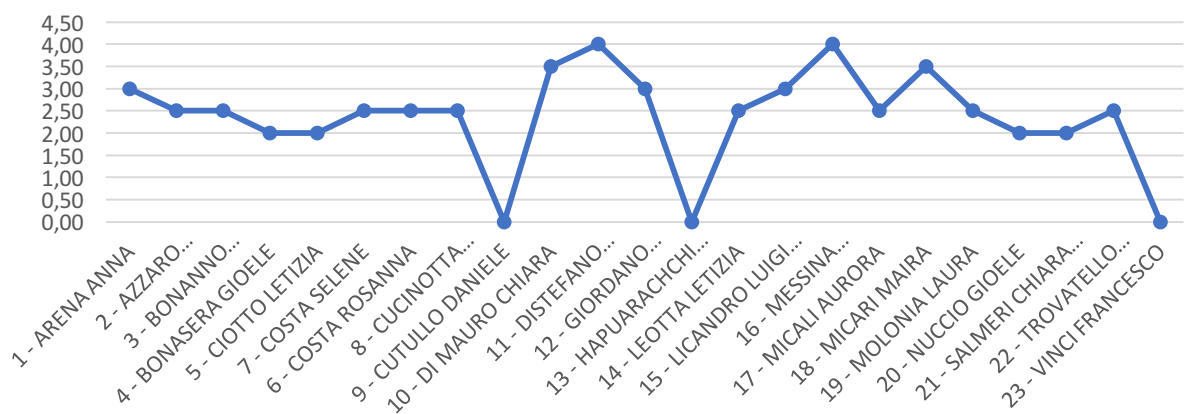
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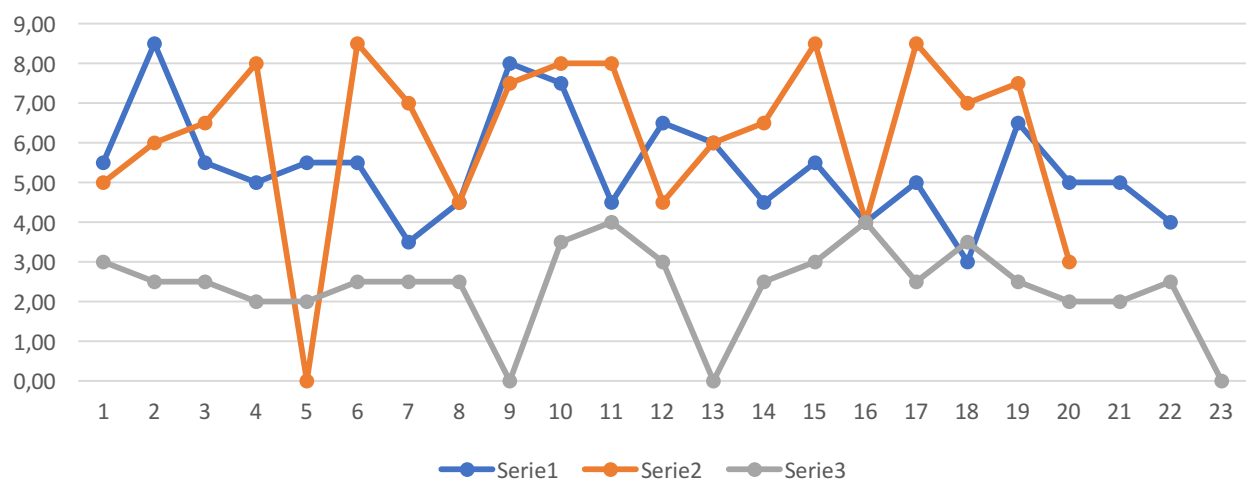
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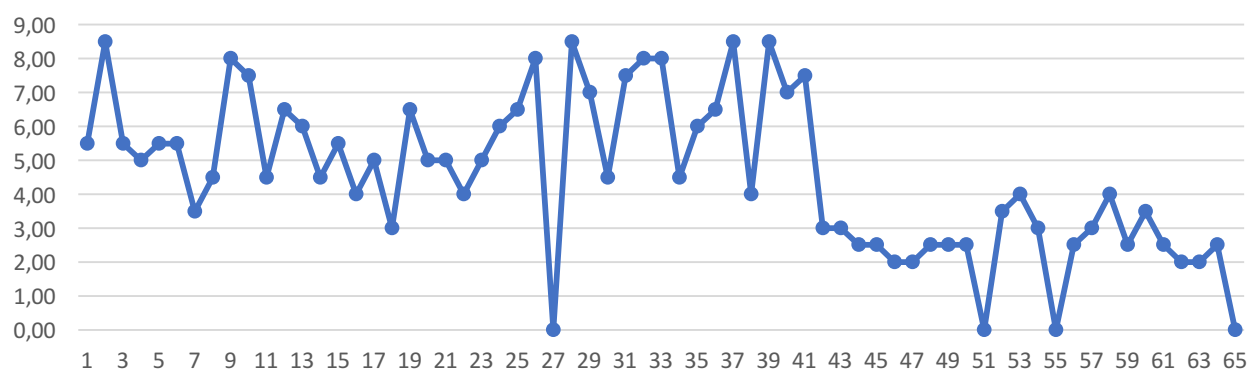
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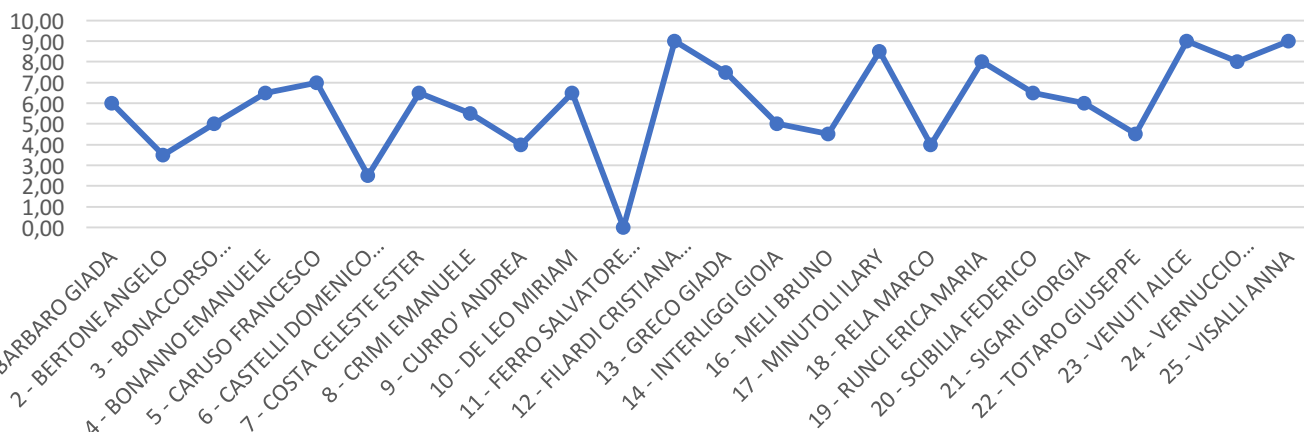


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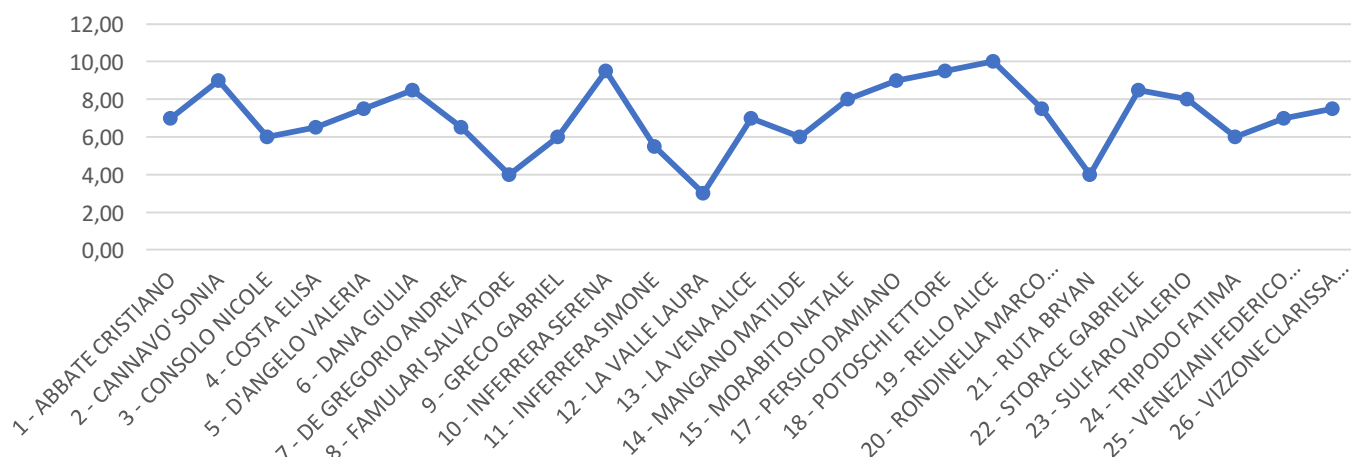


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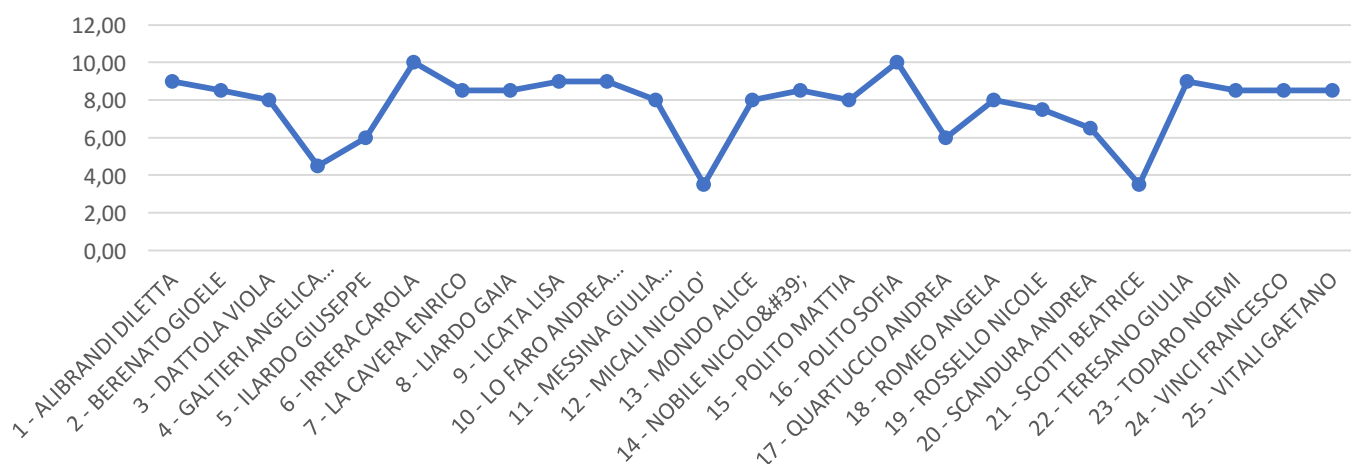
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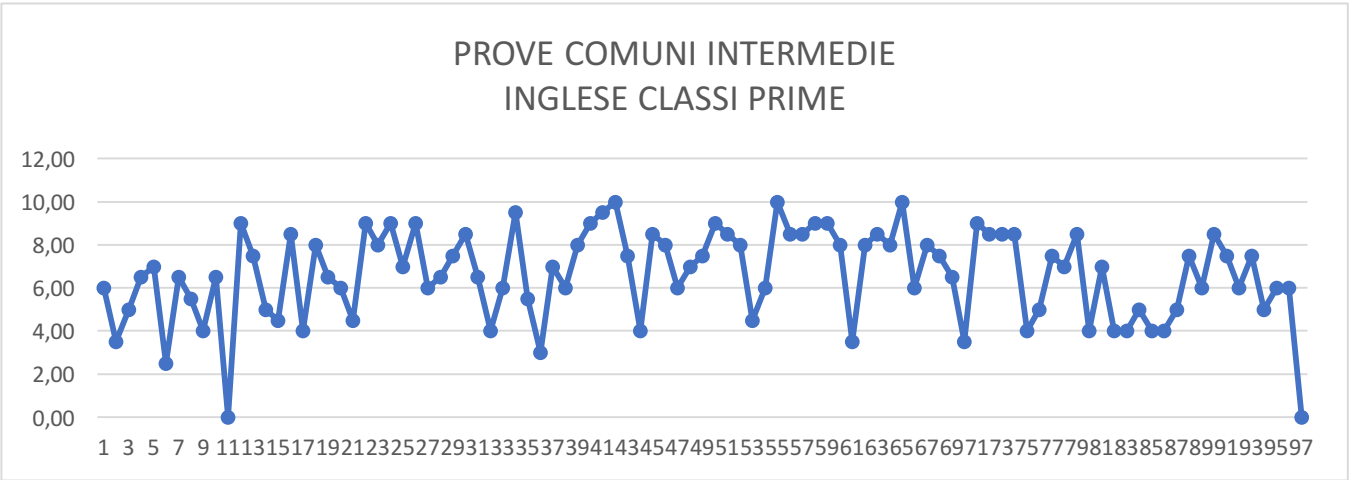
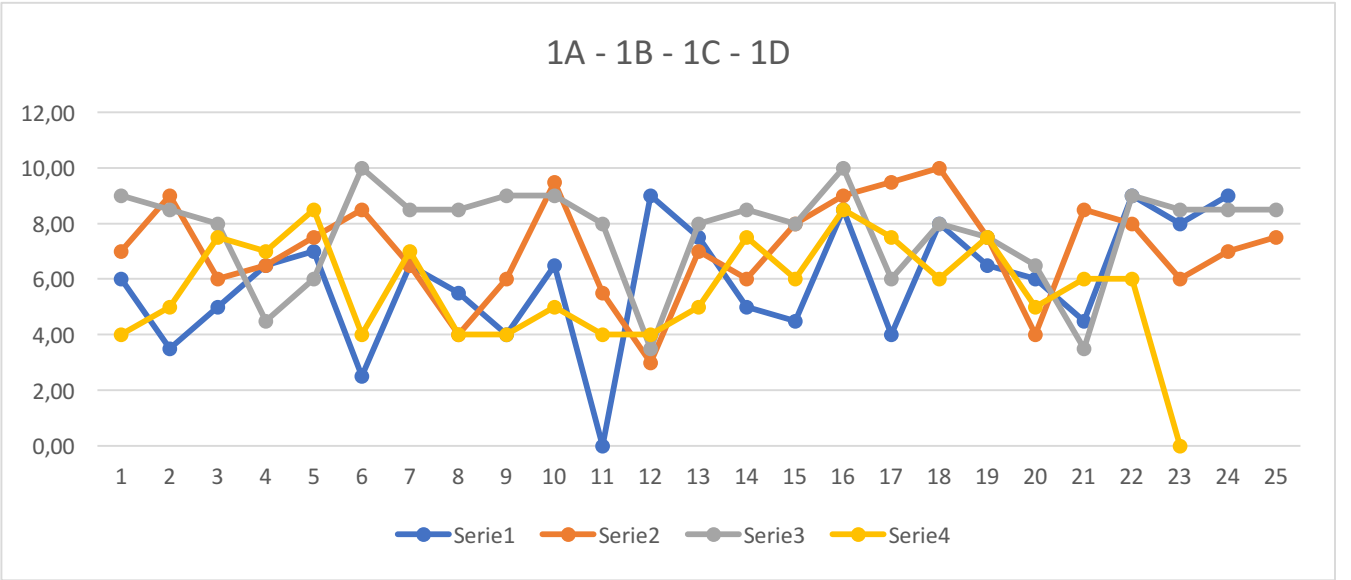
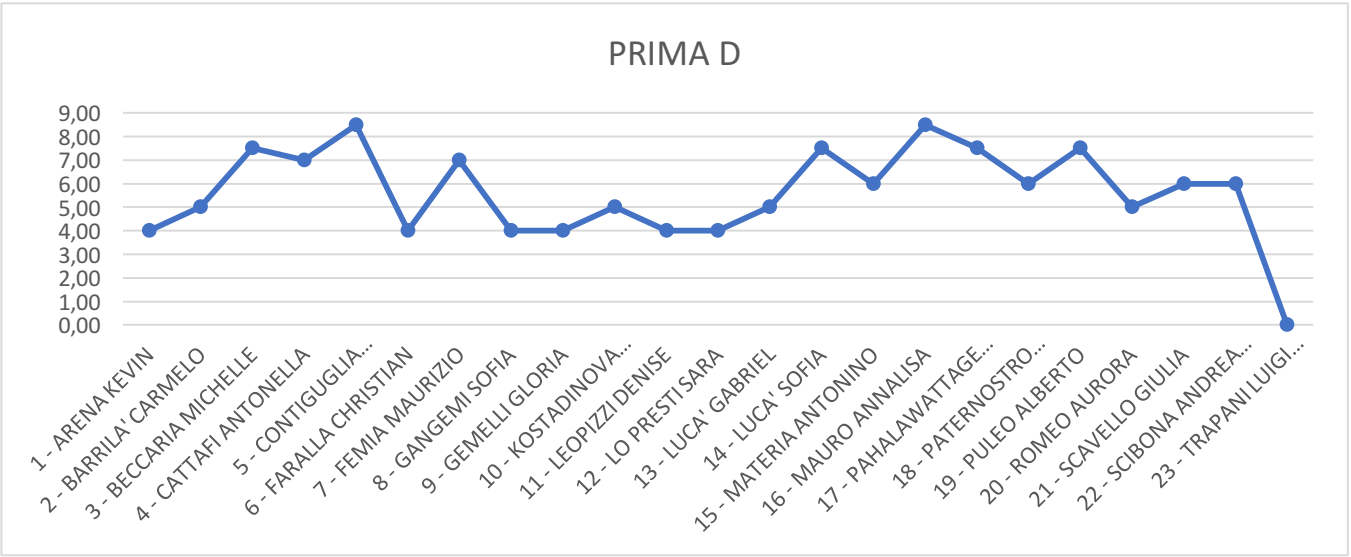


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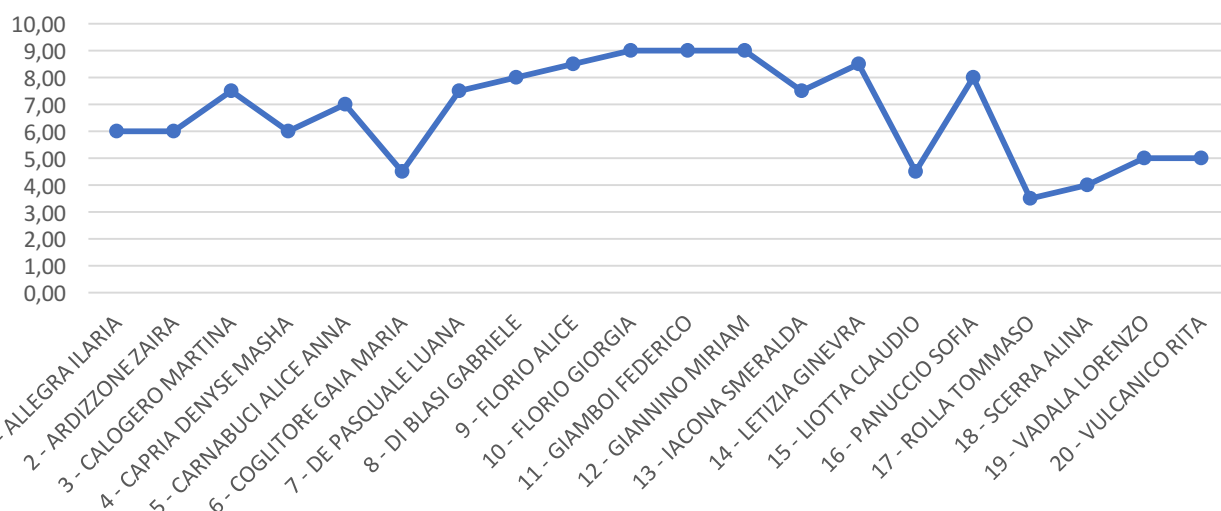


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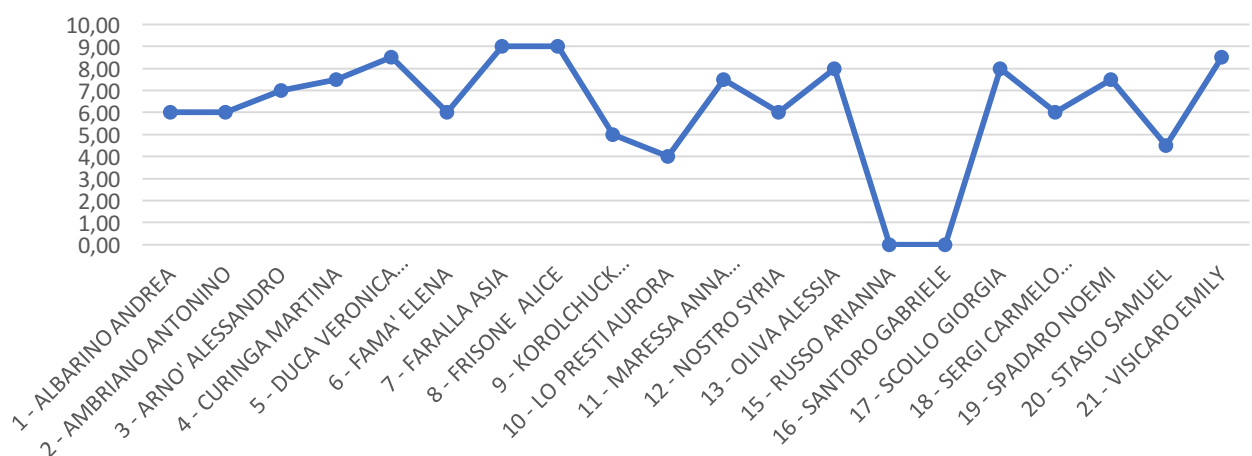




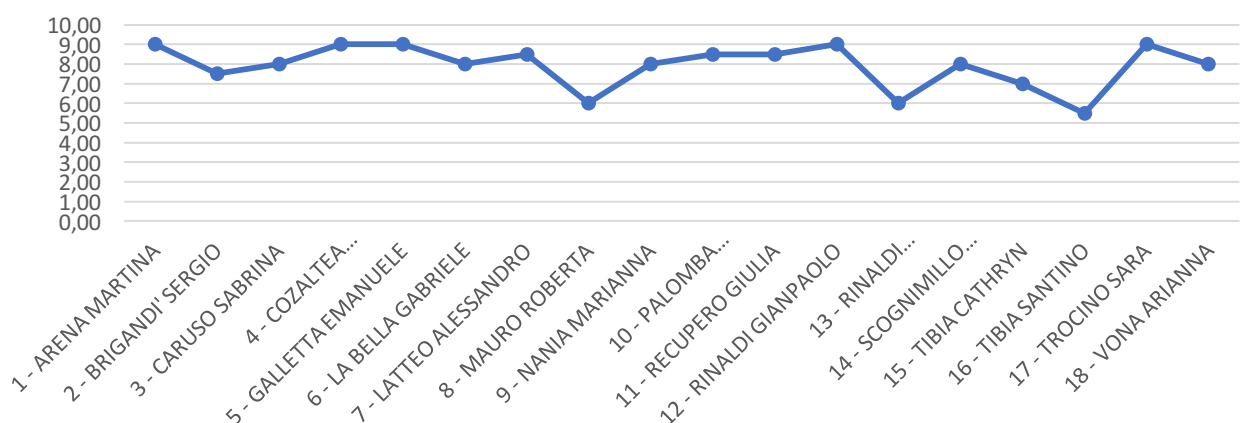
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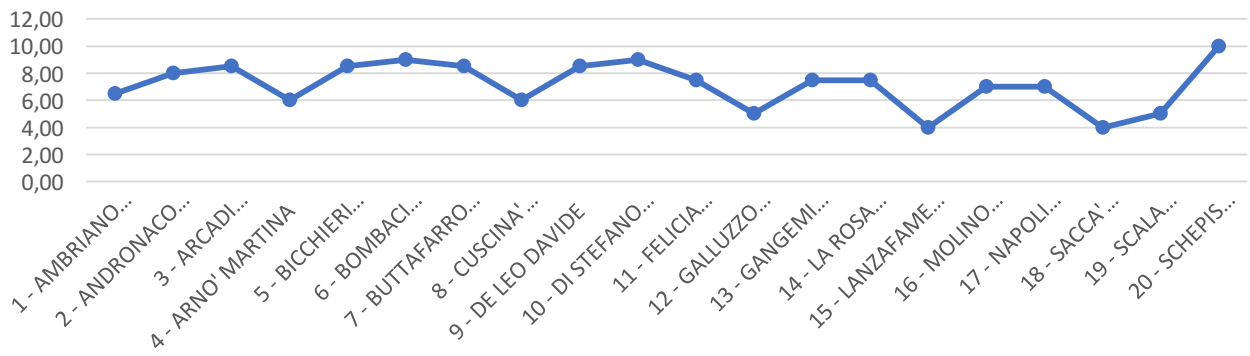
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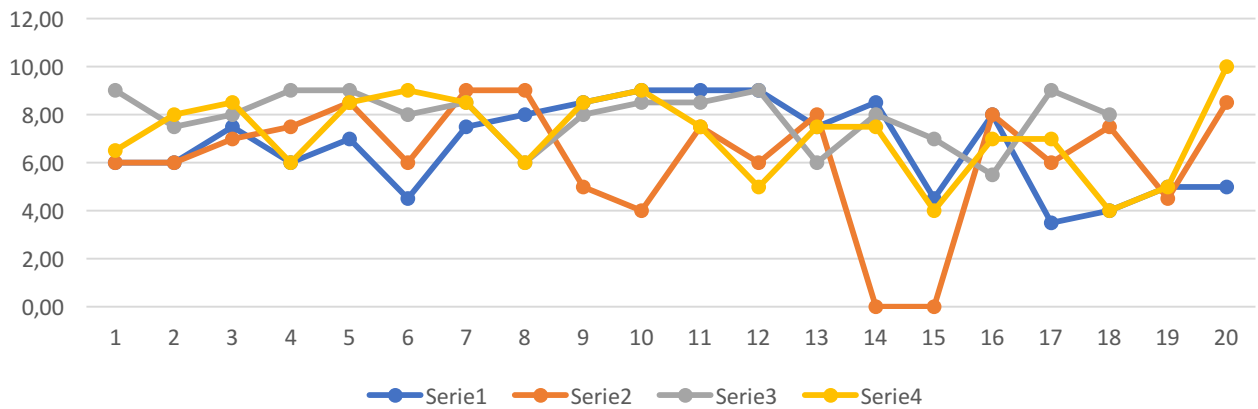
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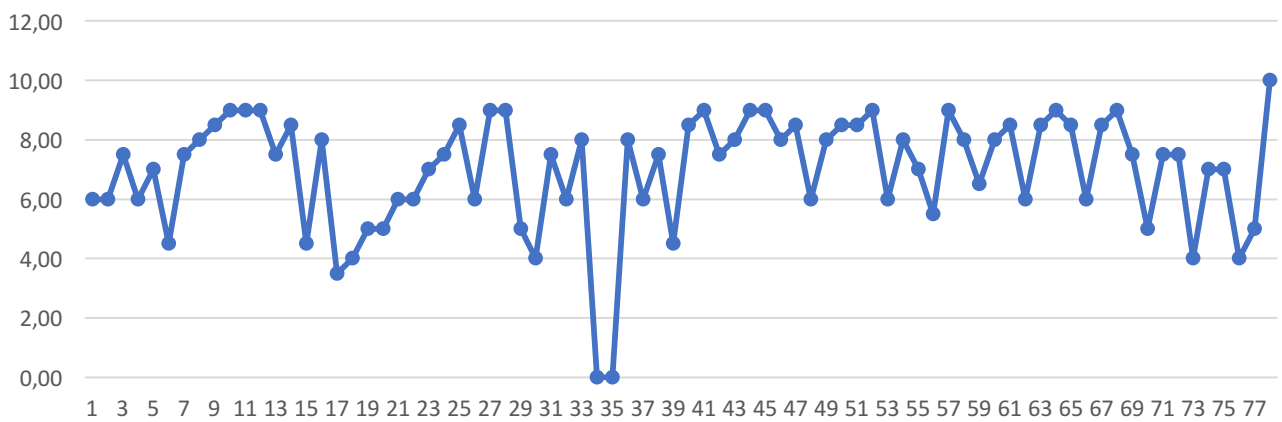
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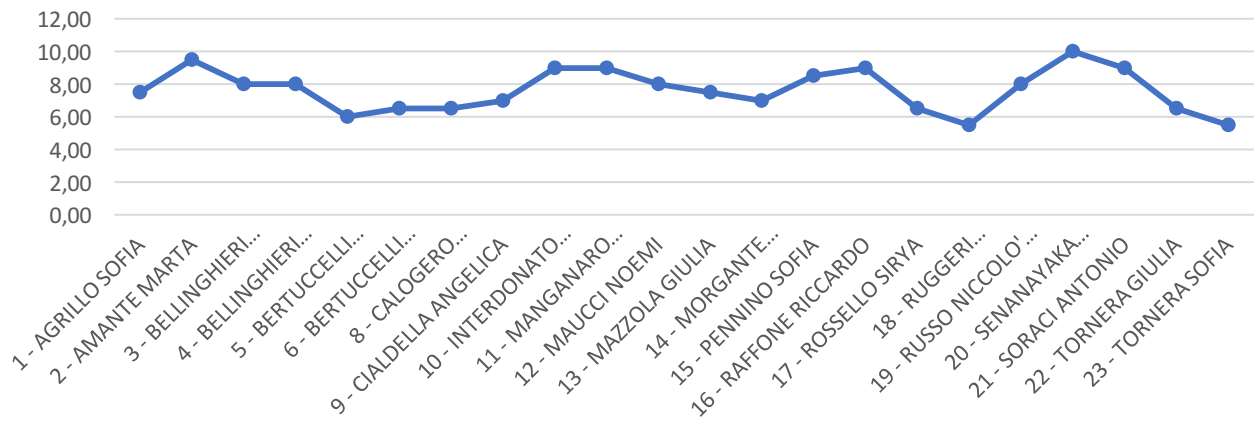
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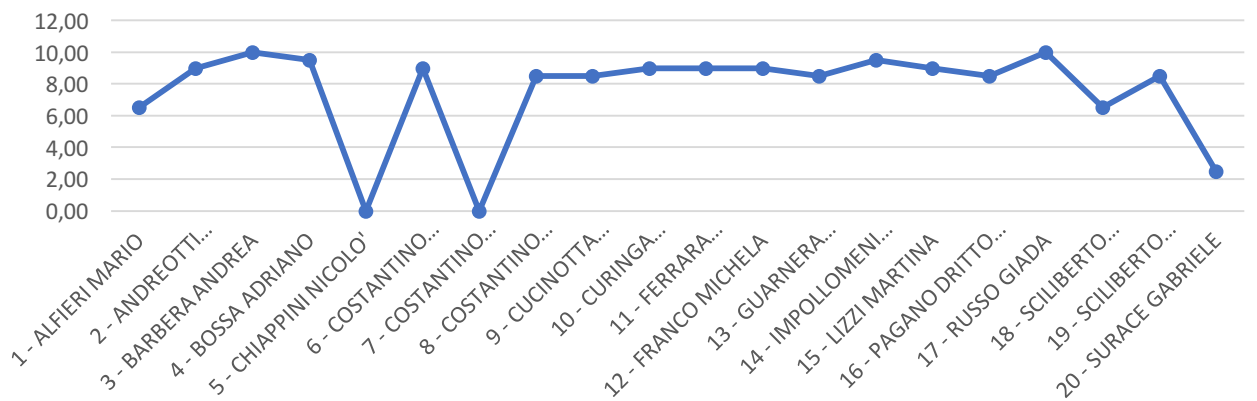
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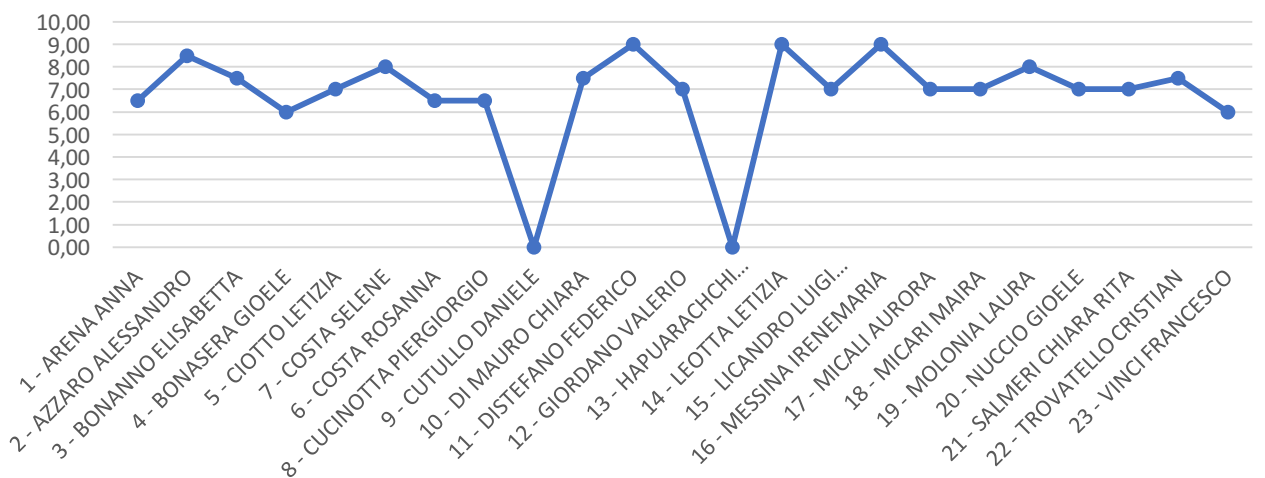
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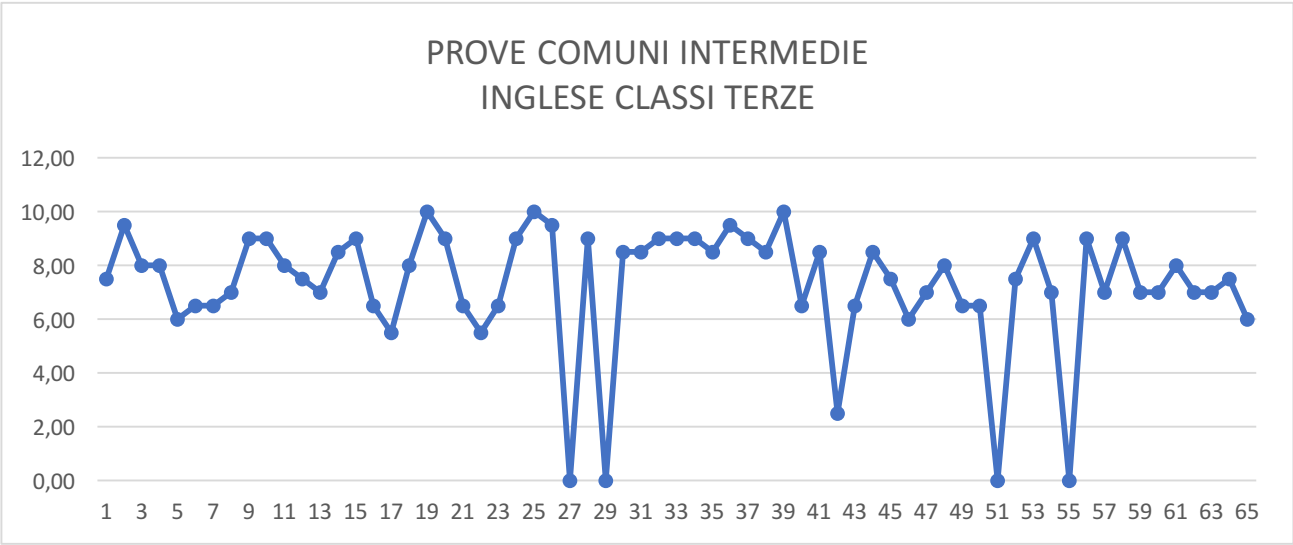
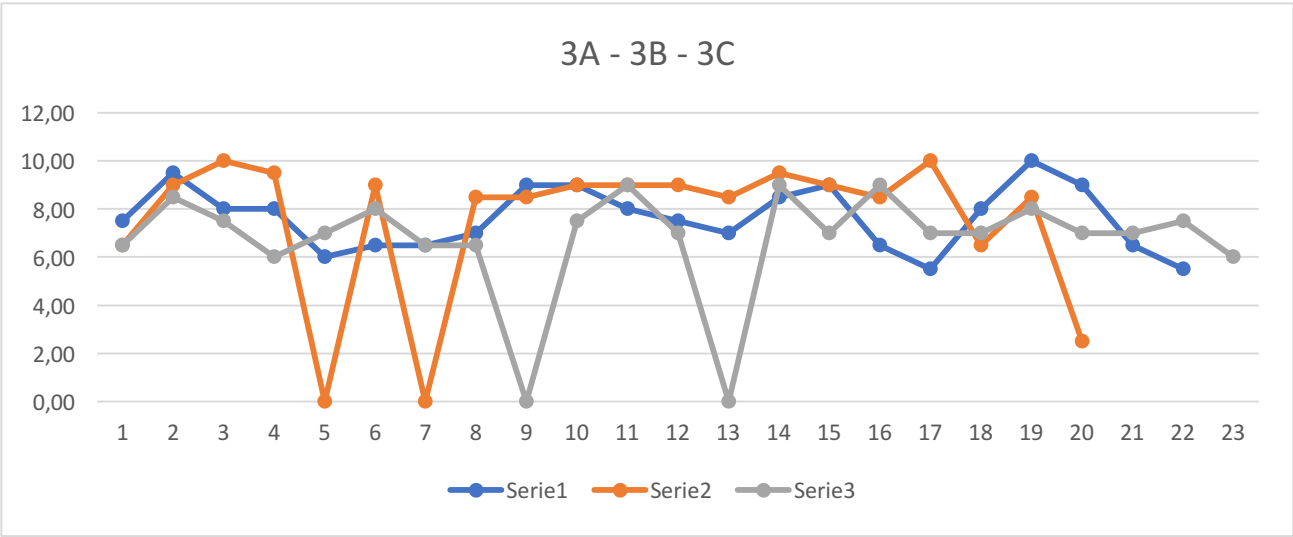


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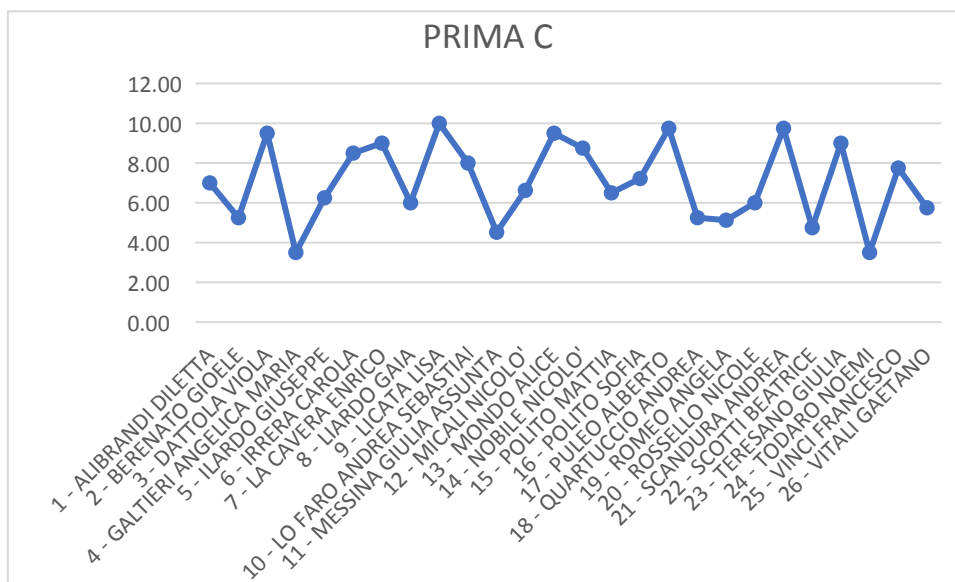
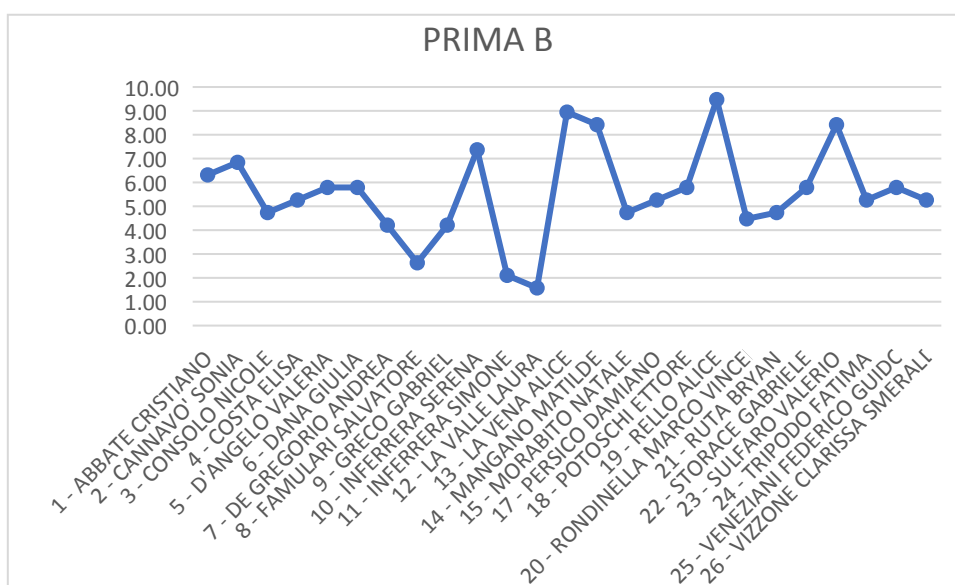
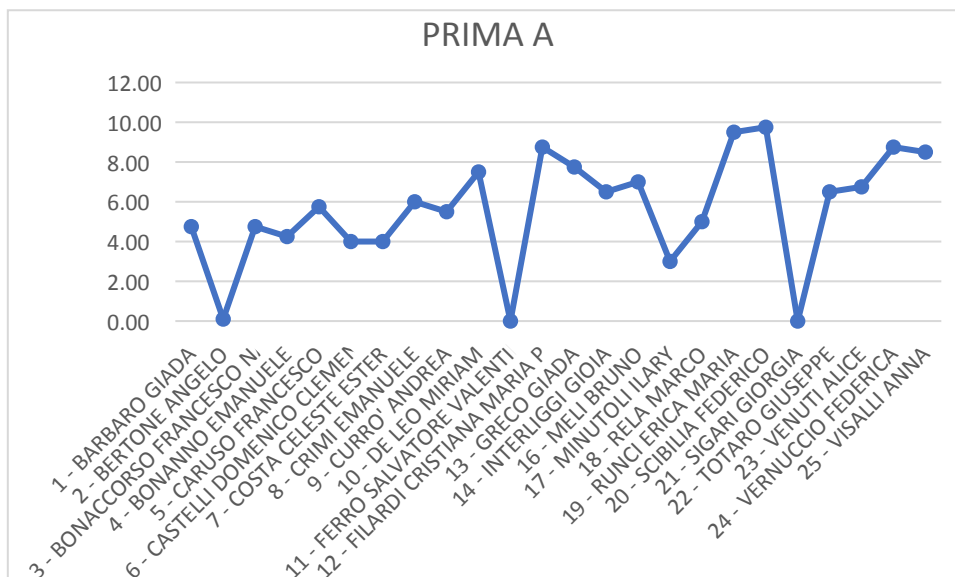


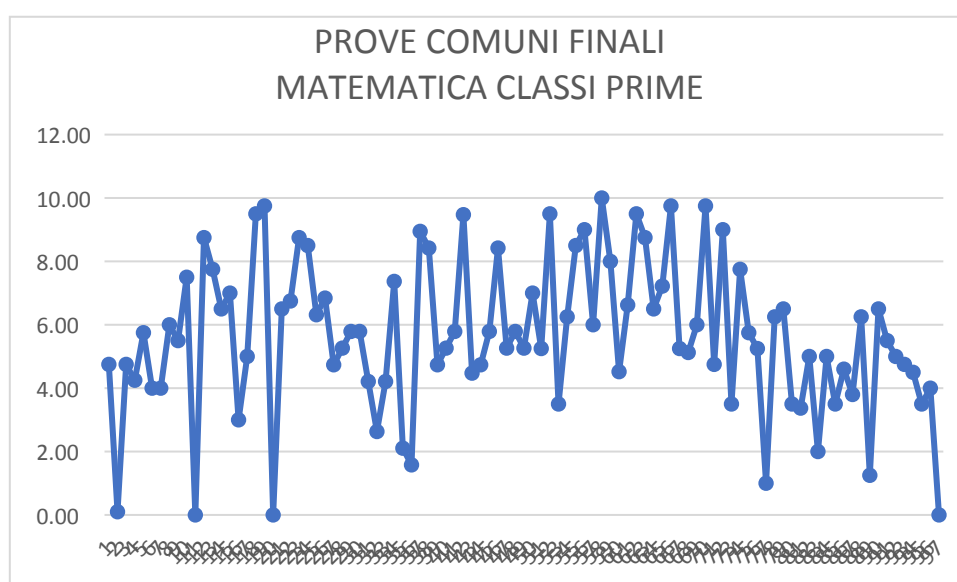
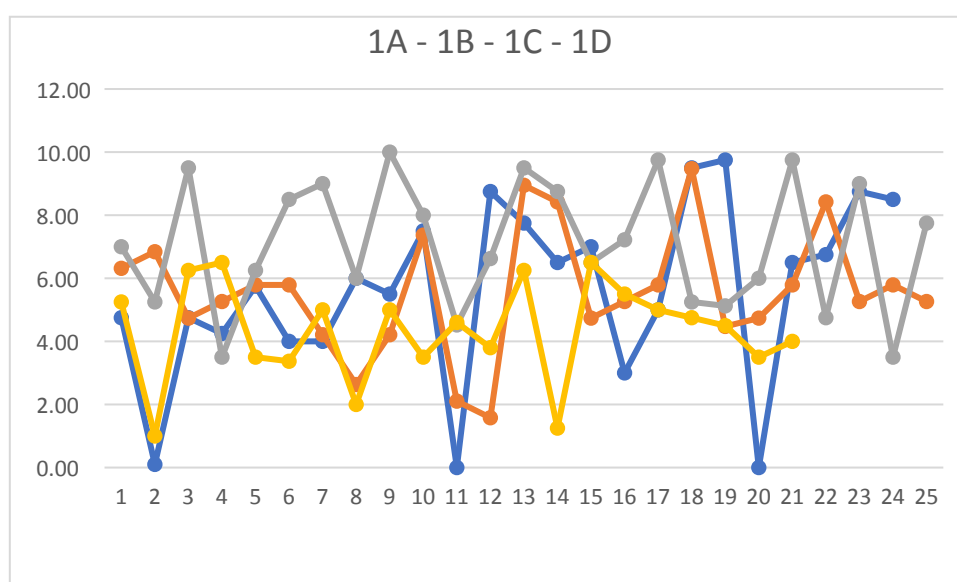
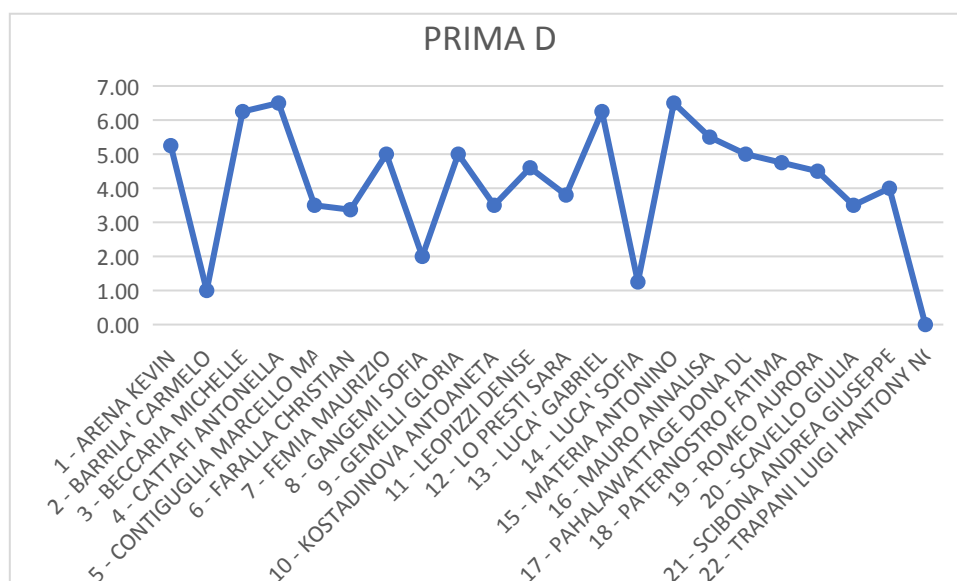
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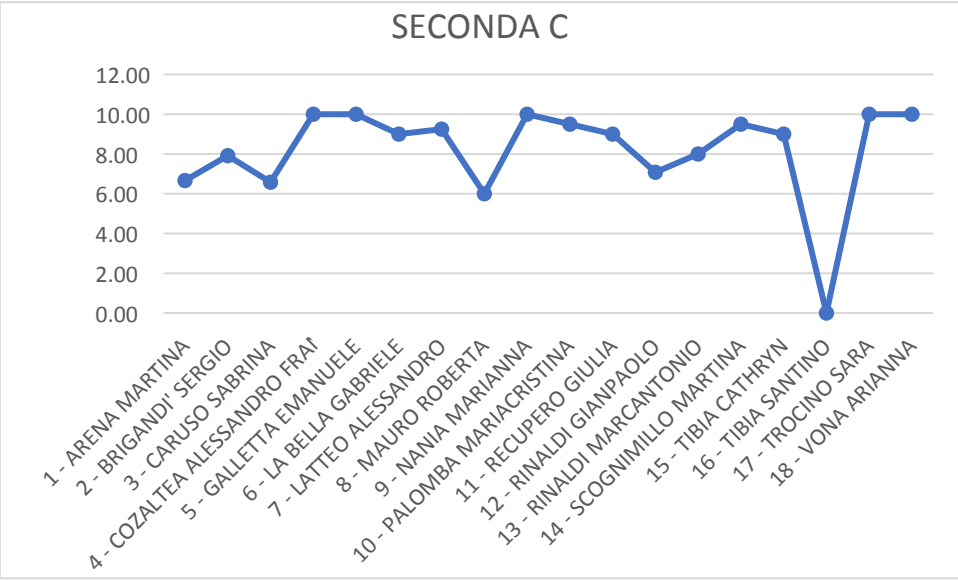
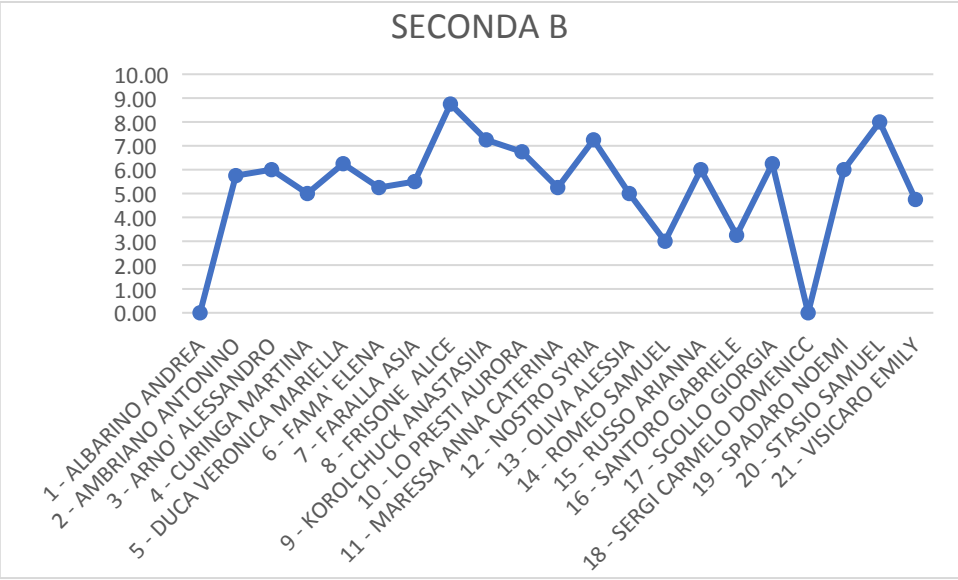
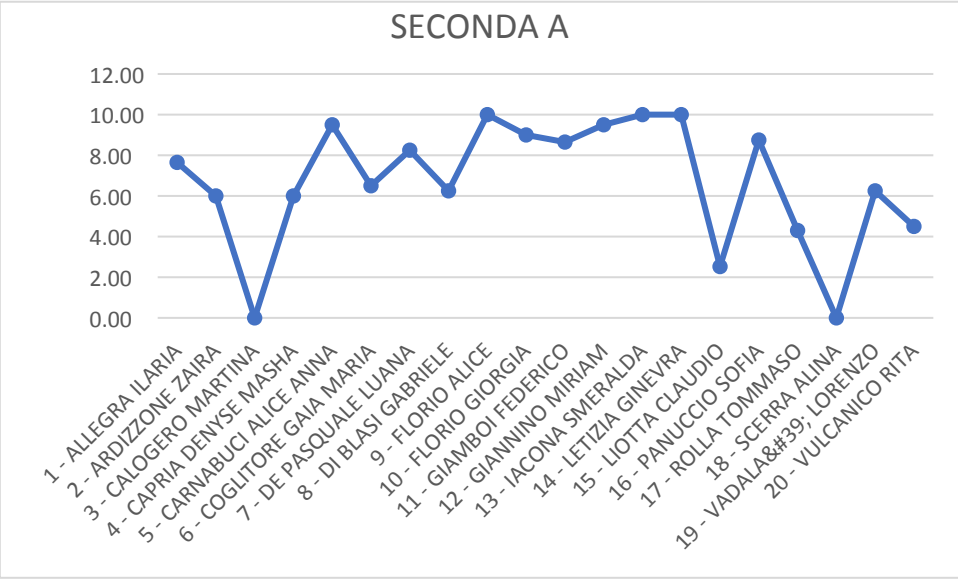


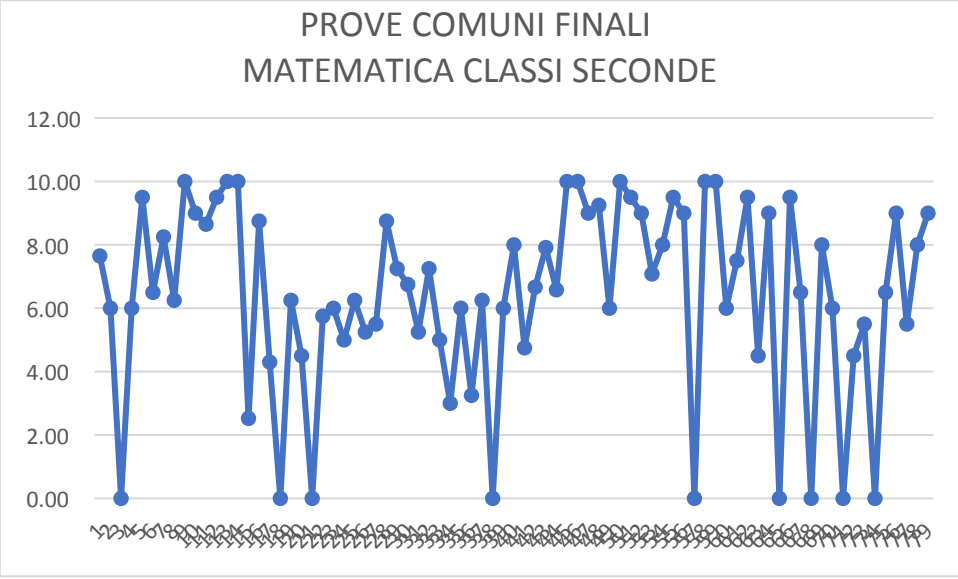
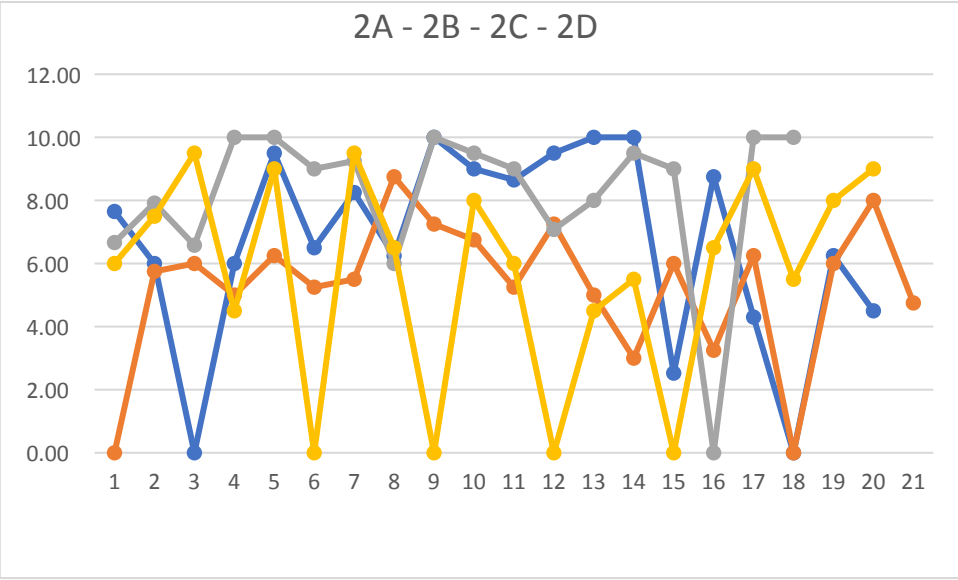
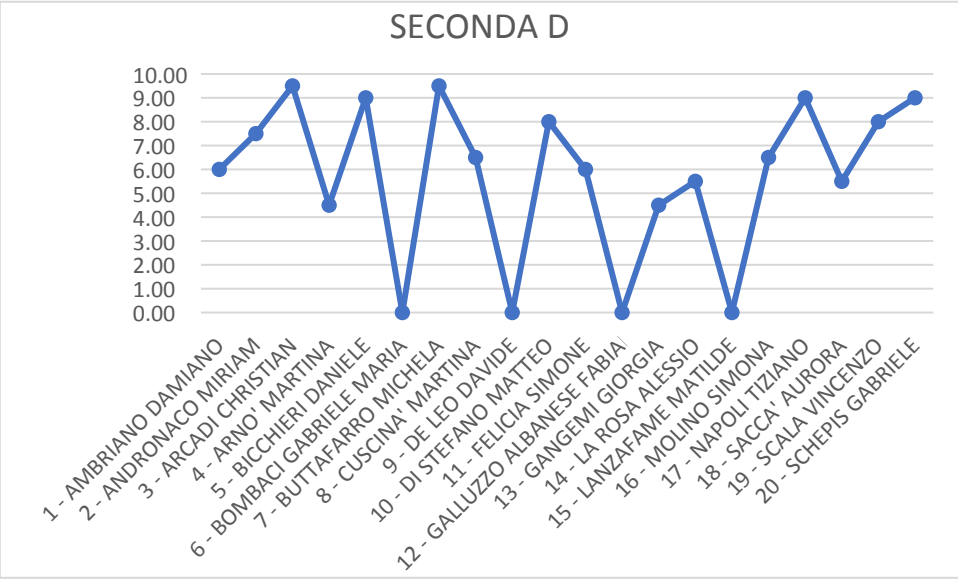


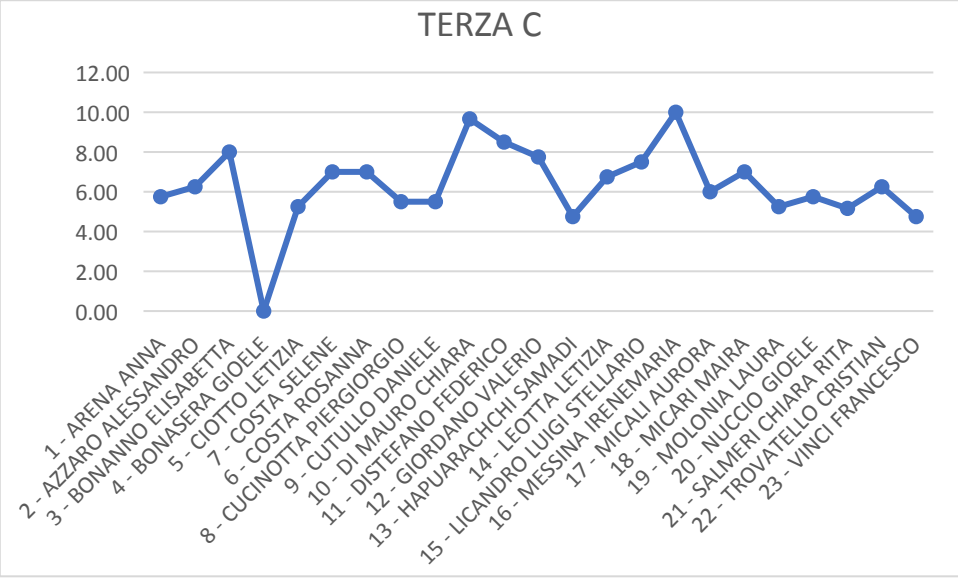
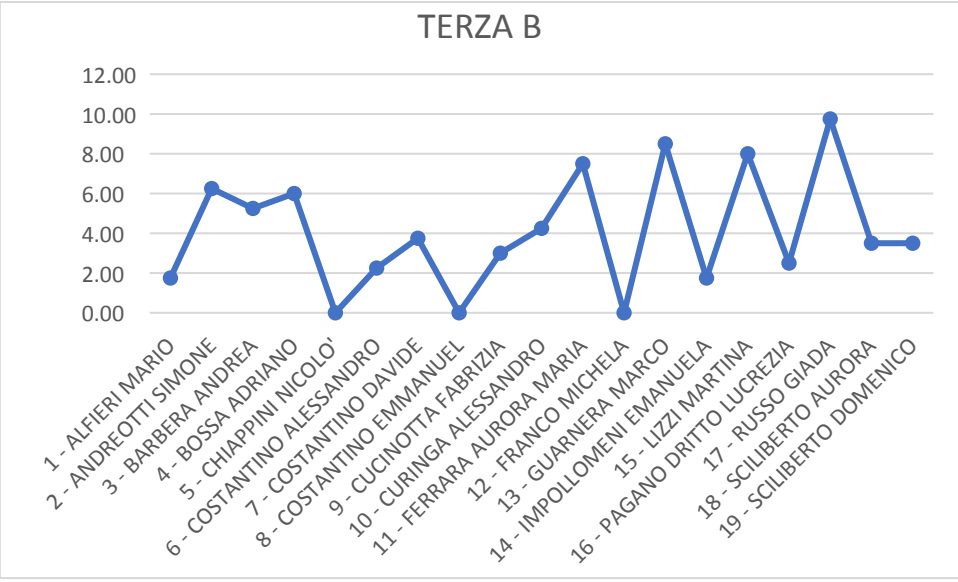
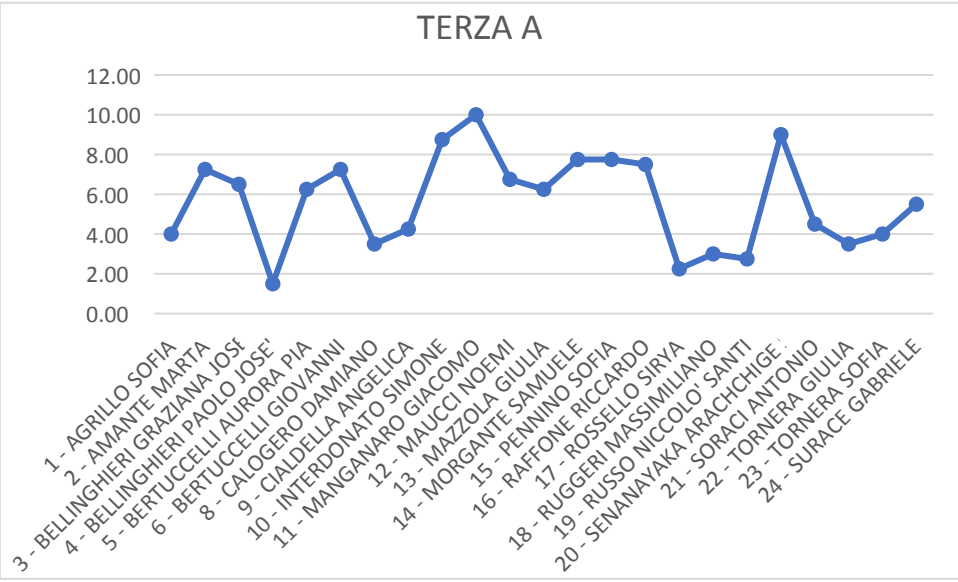
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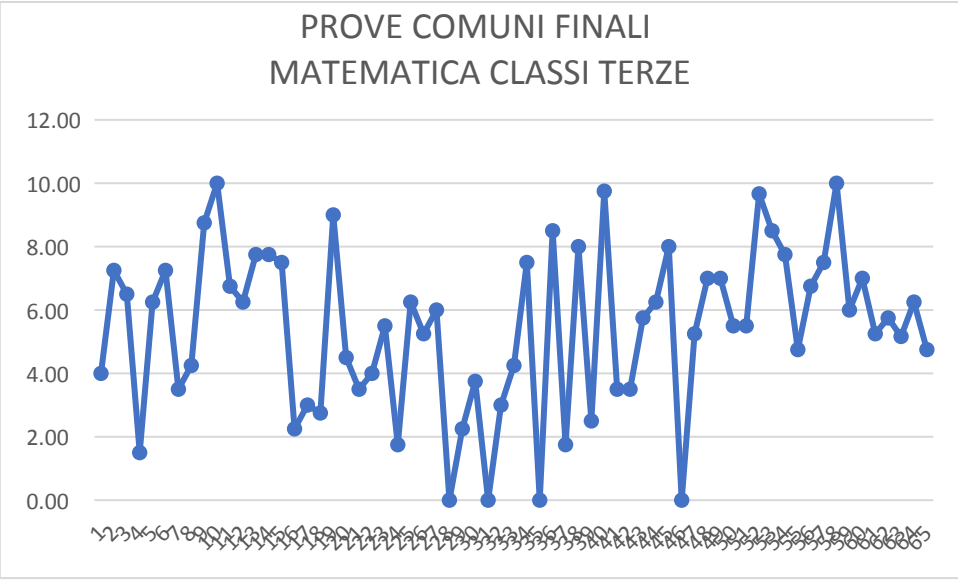
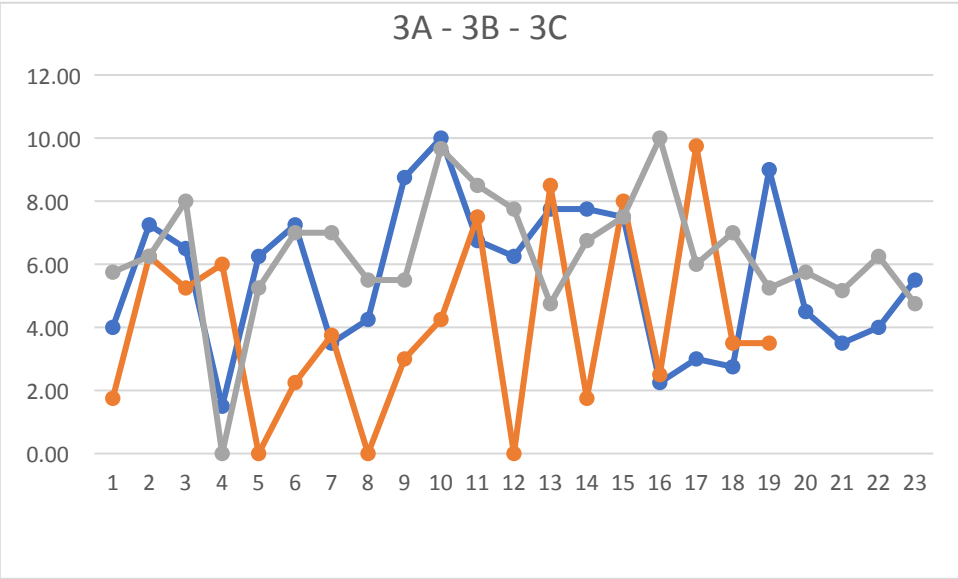






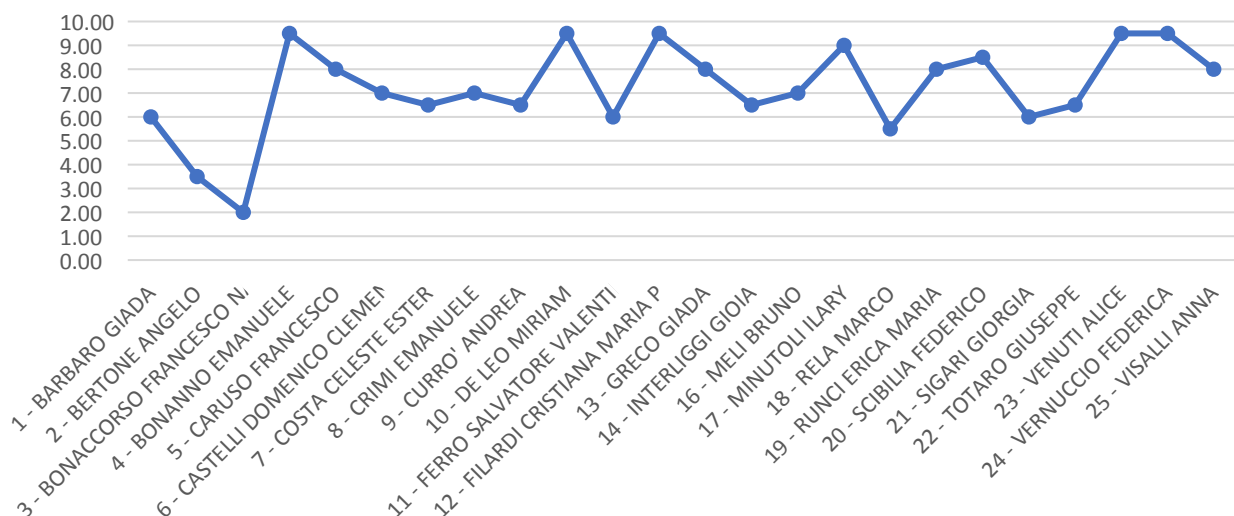




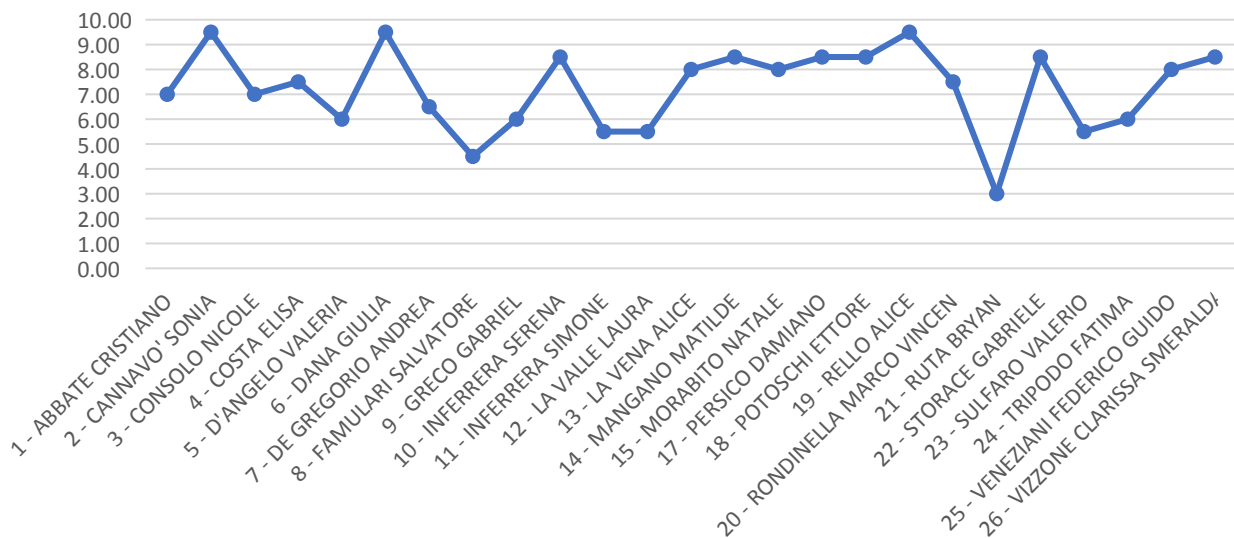


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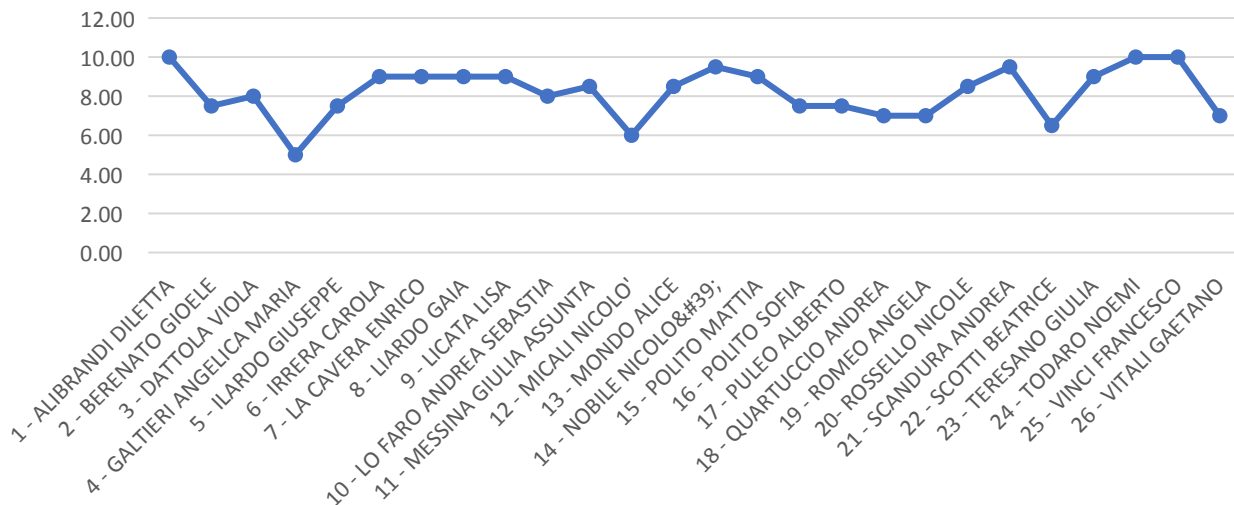
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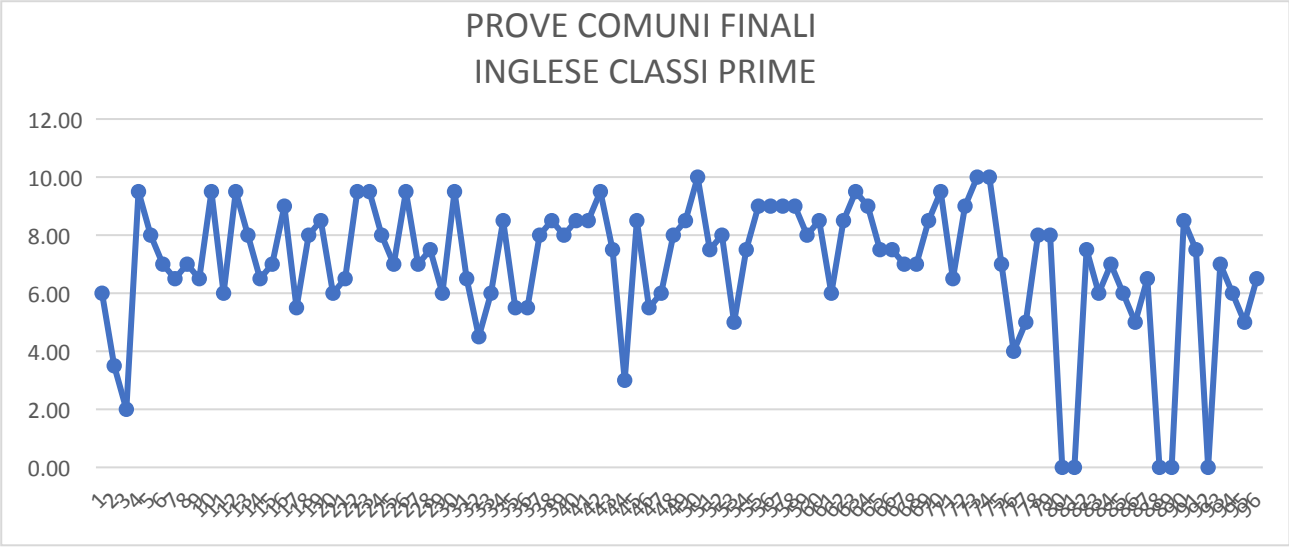
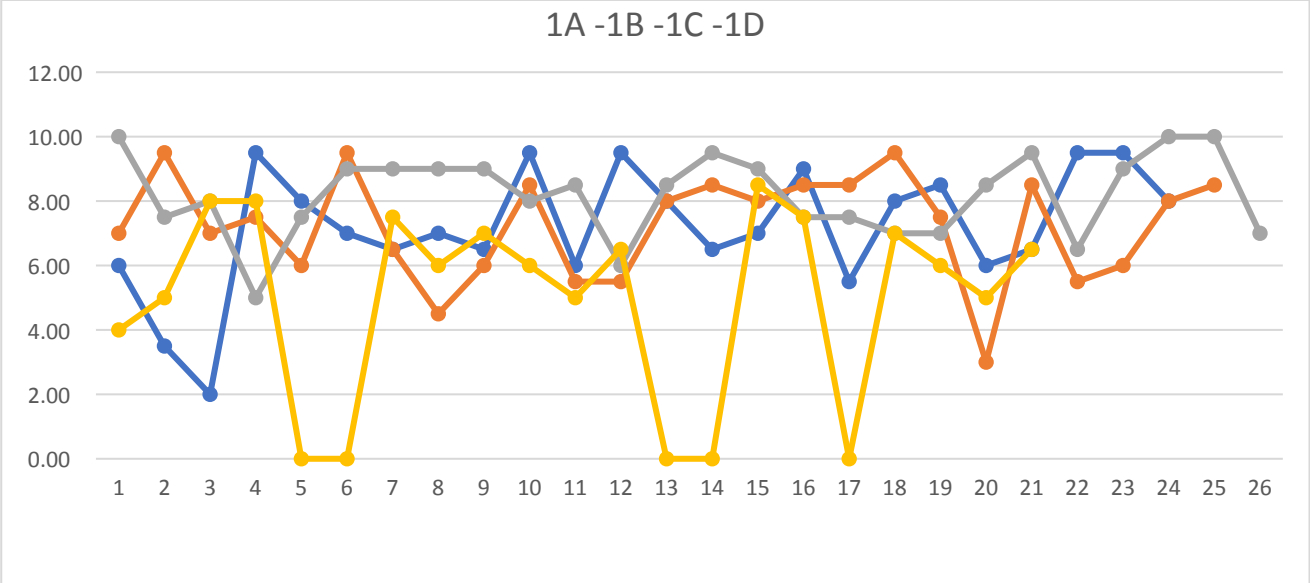
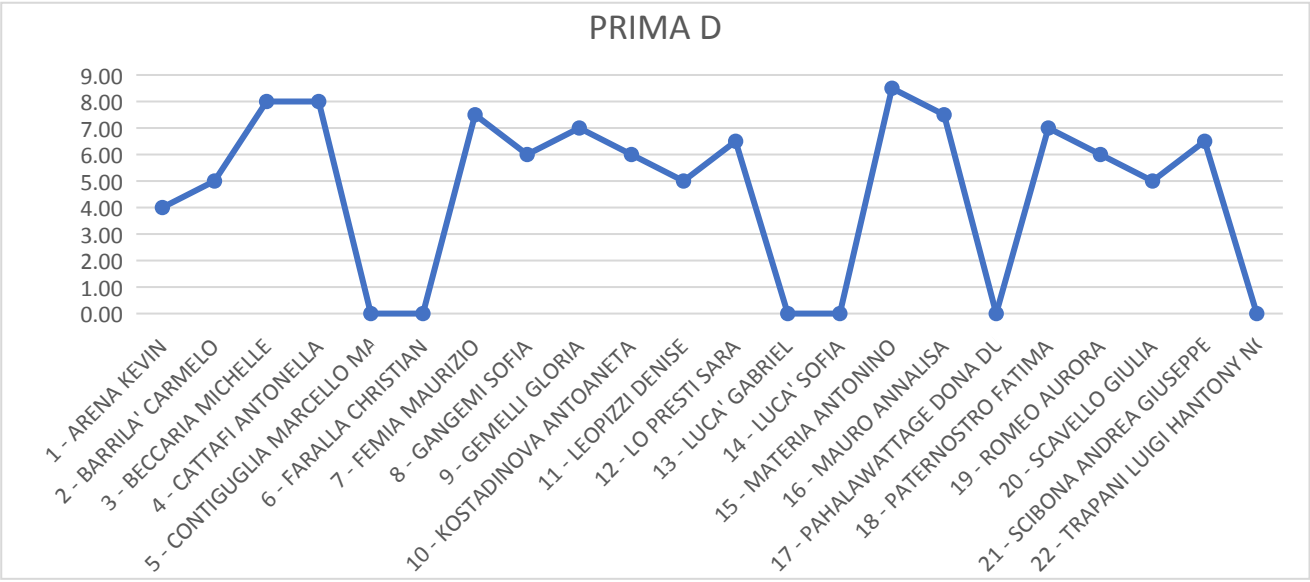


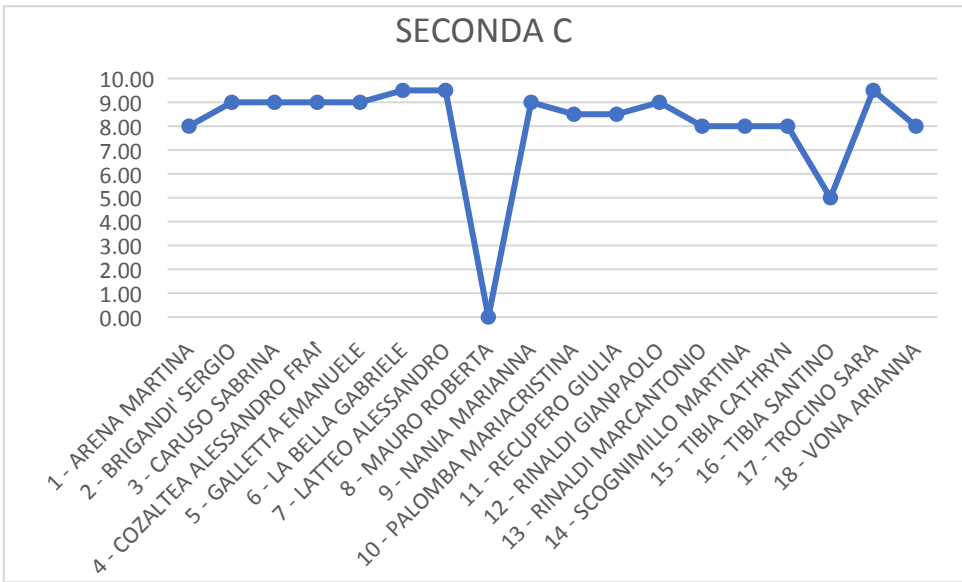
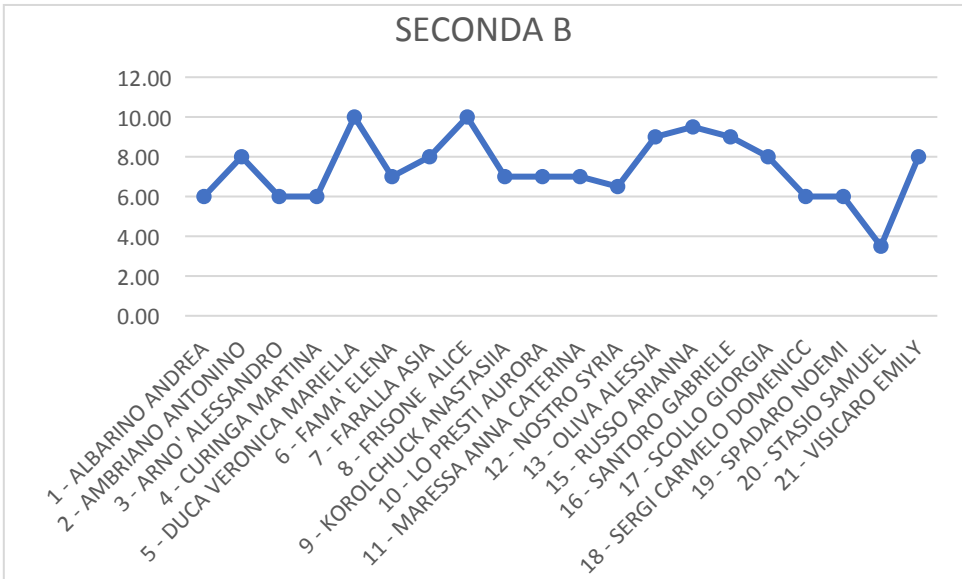
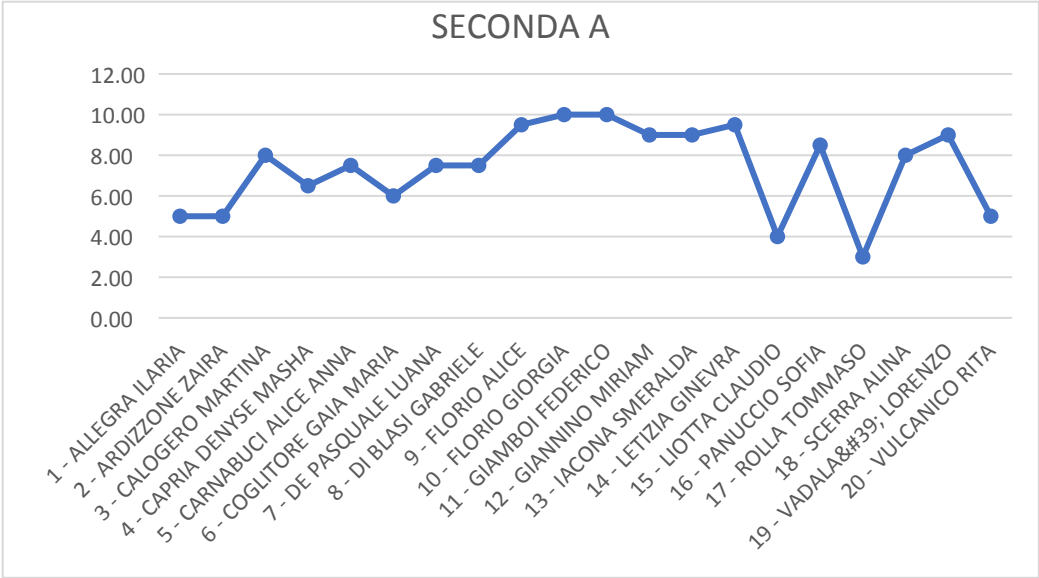
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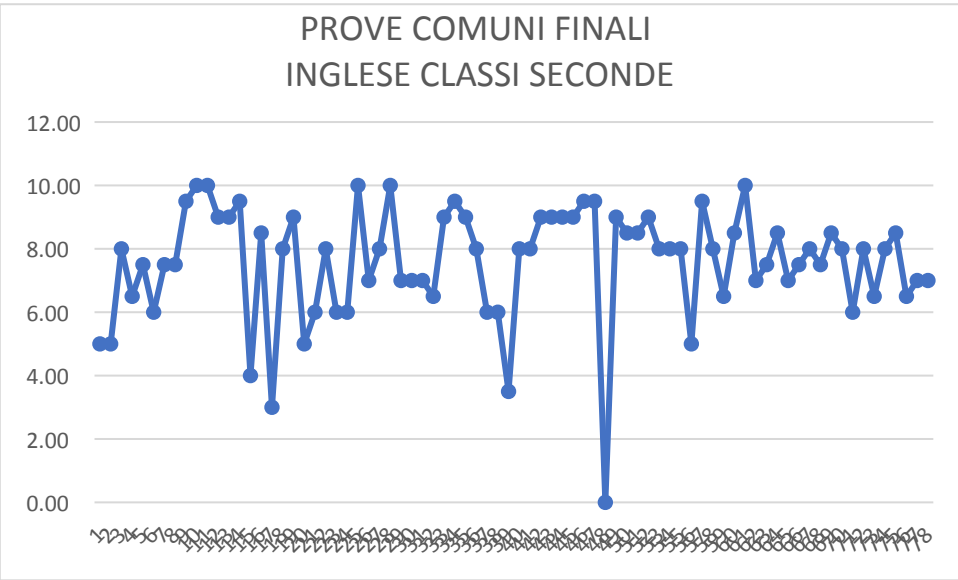
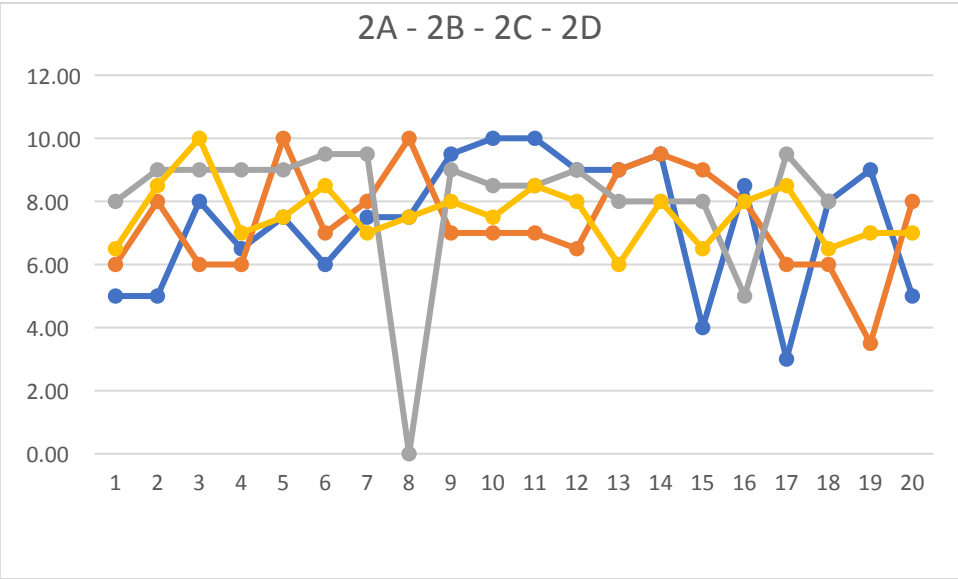
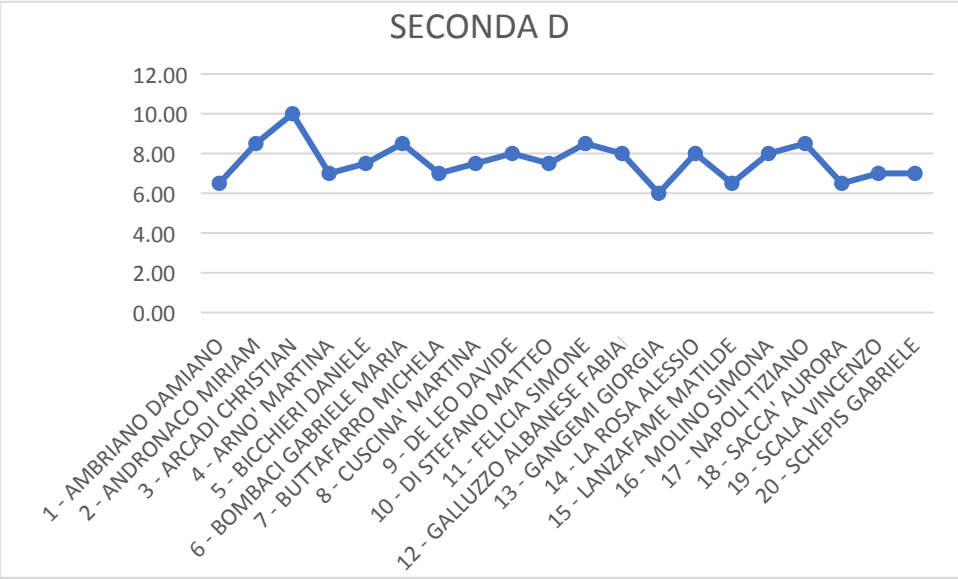


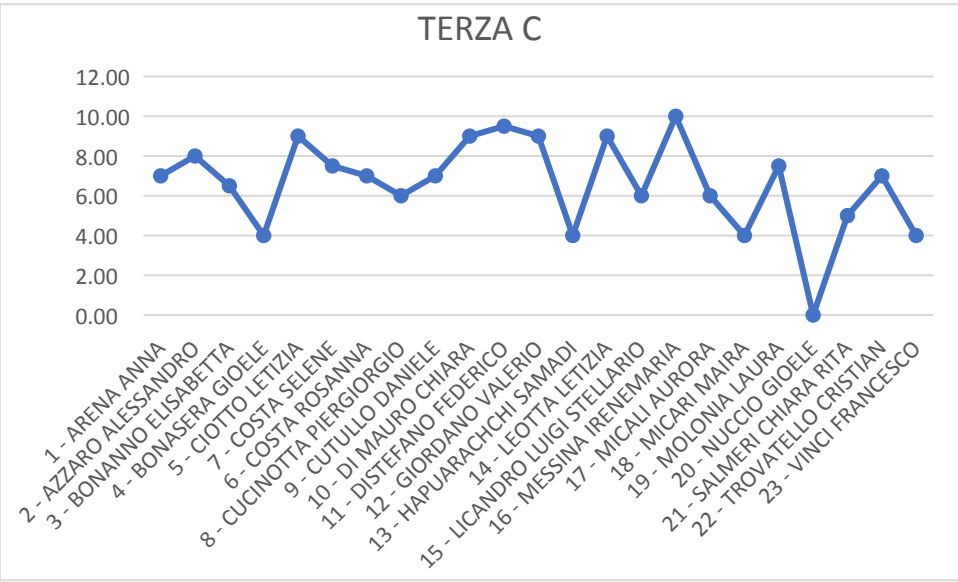
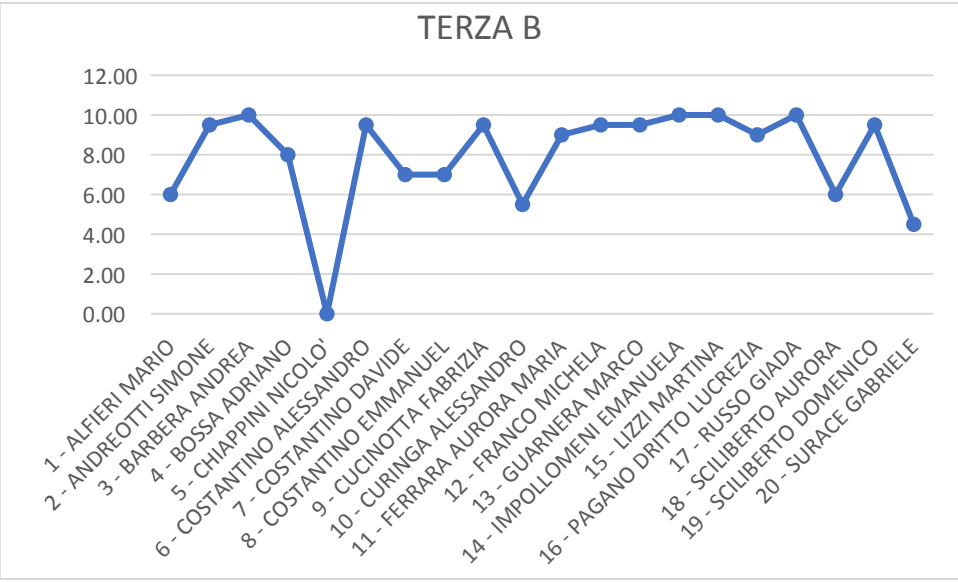
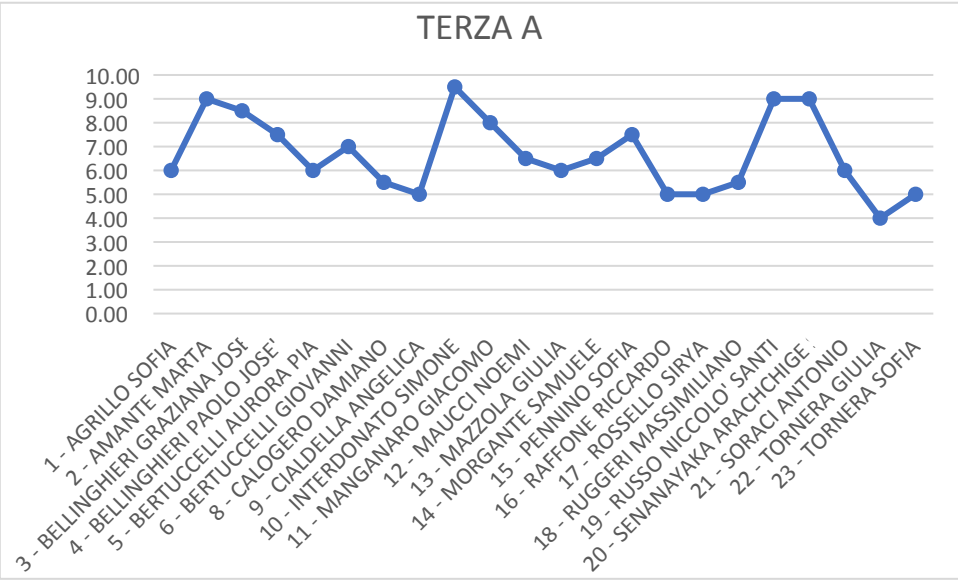
PRIMA C

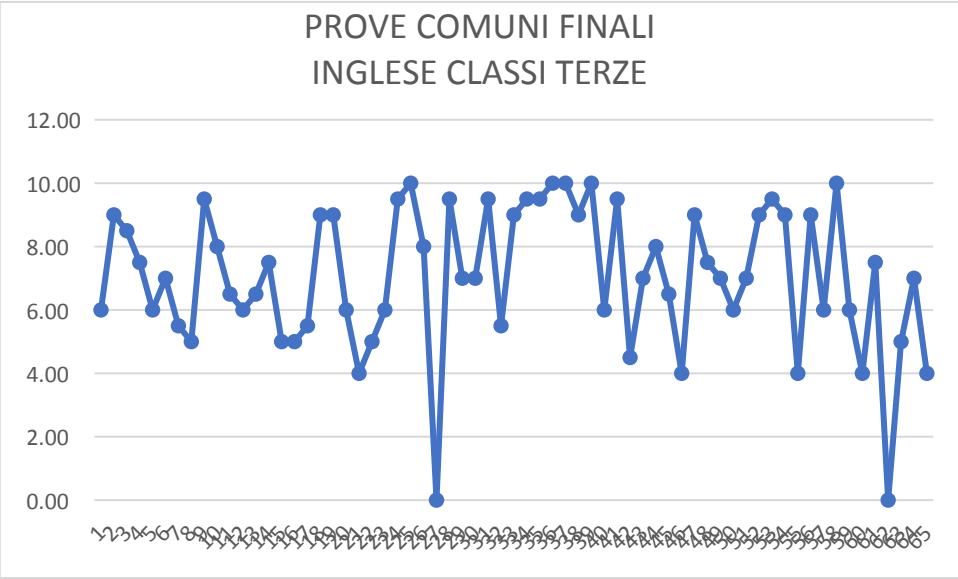
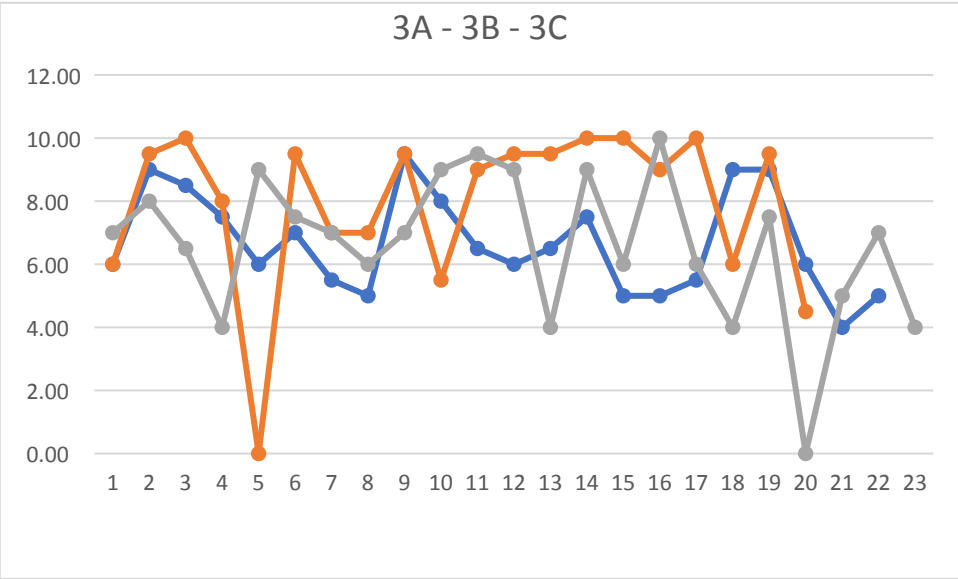




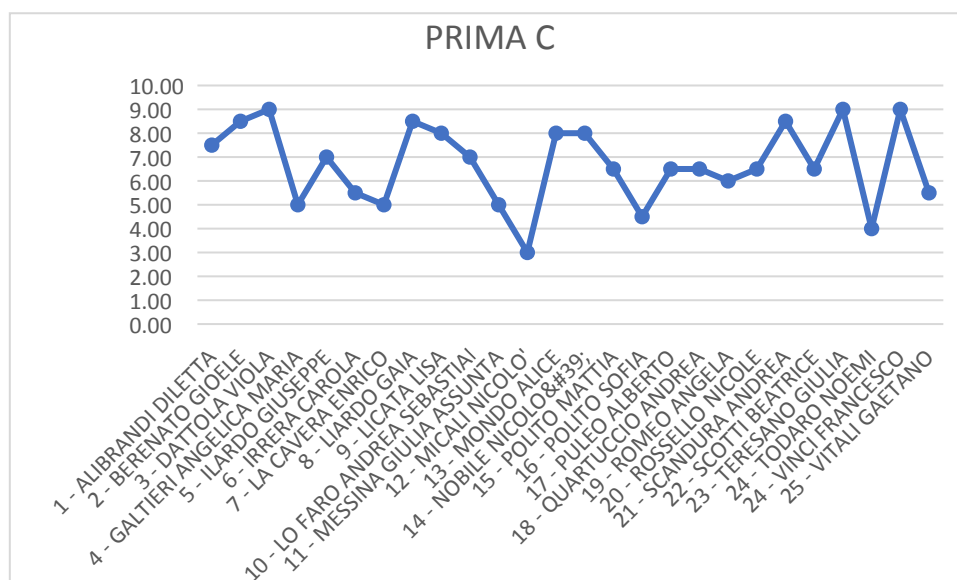
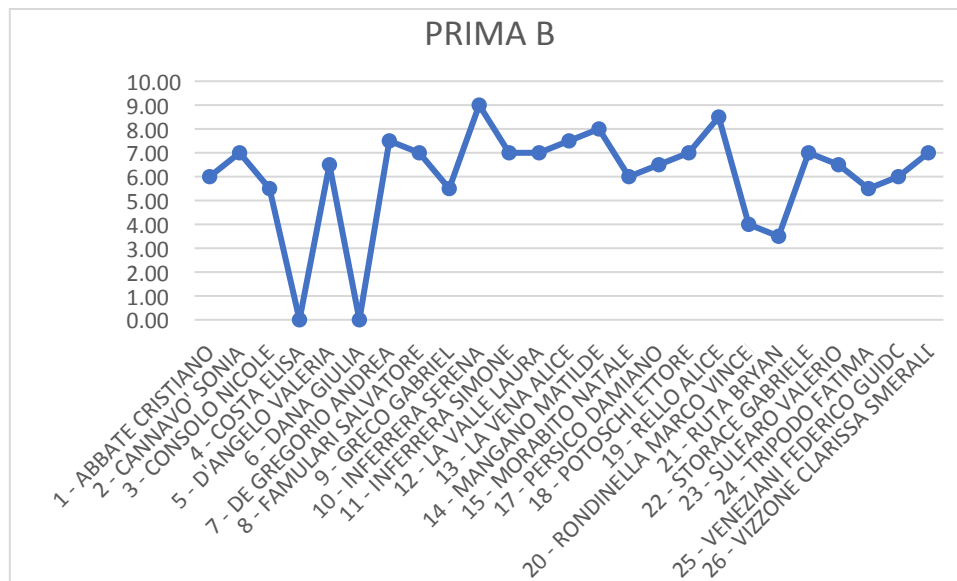
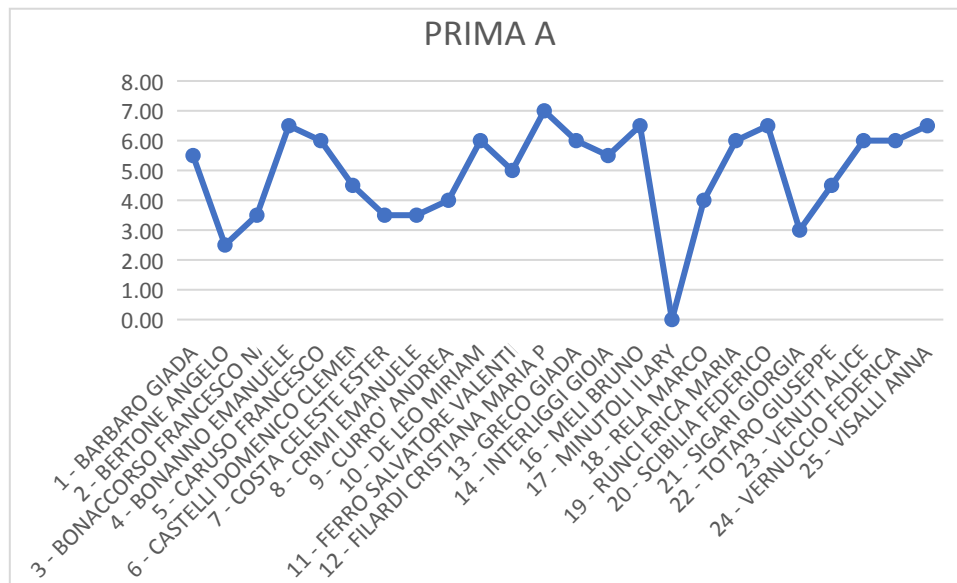


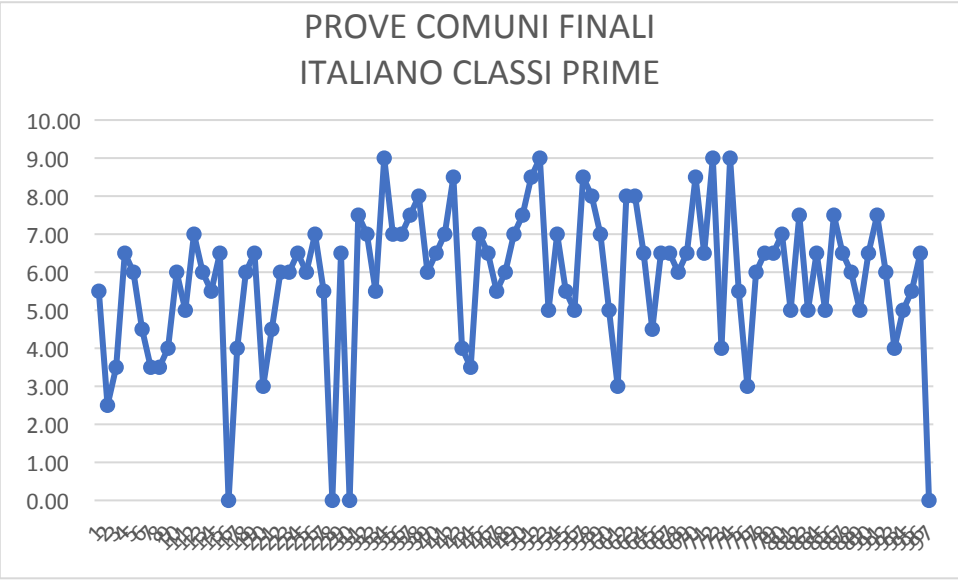
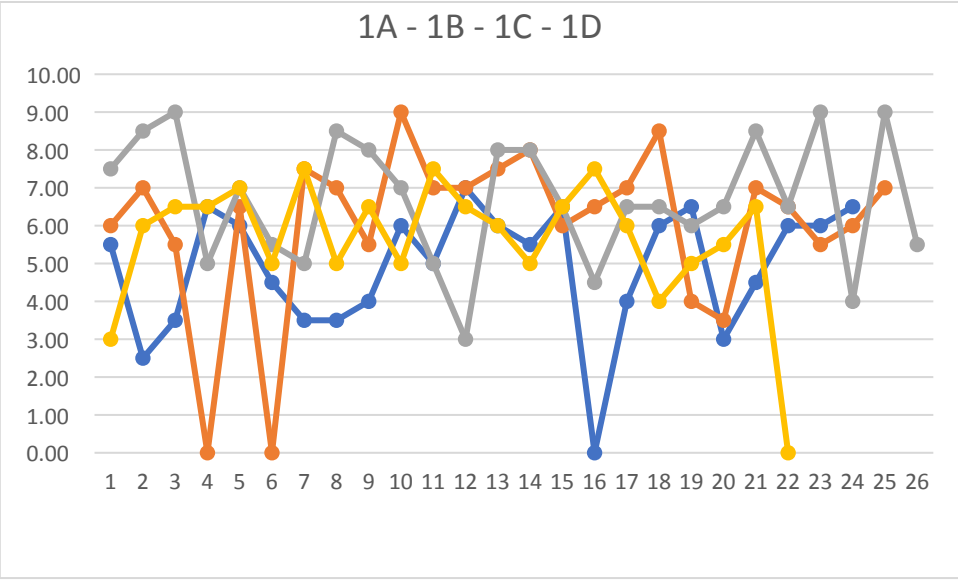
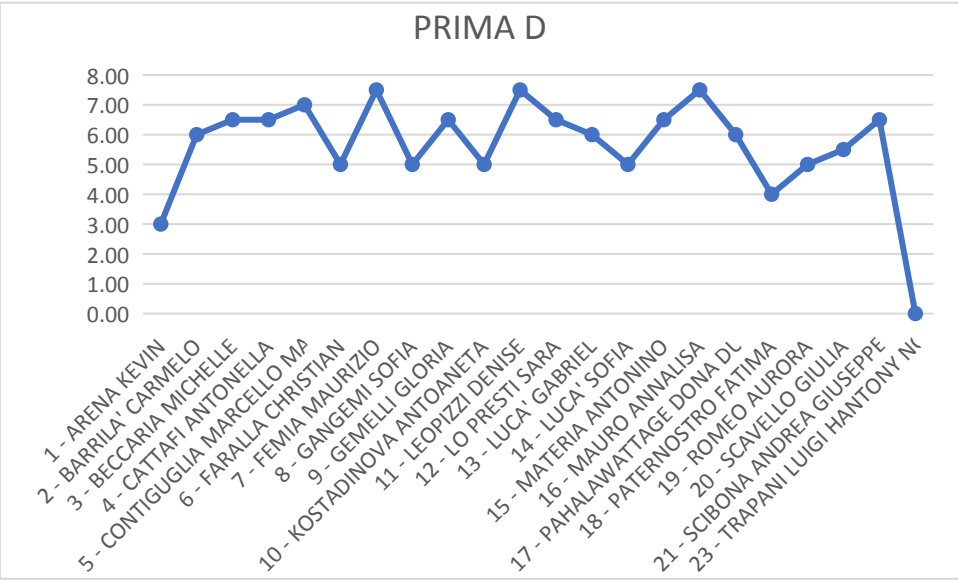




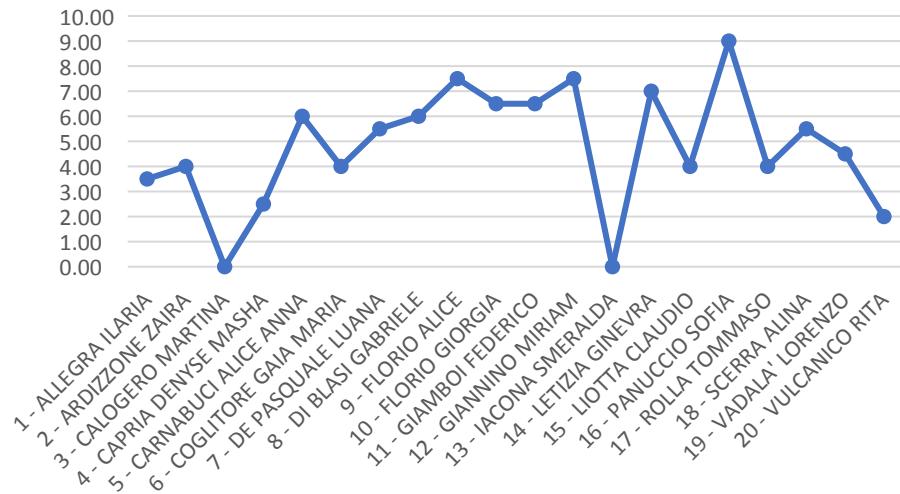


PROVE COMUNI FINALI DI ITALIANO

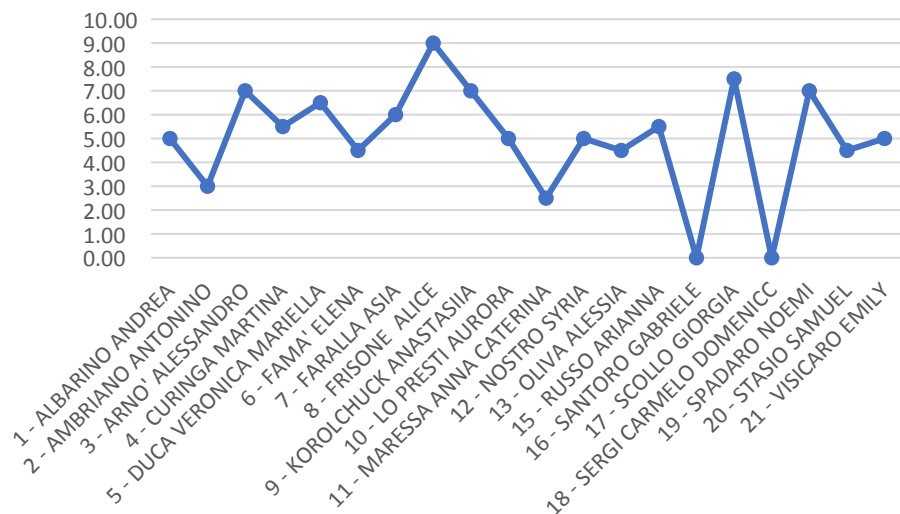




SECONDA A



SECONDA B



SECONDA C

