

Stay@School

Workshop 2 on Module 4 “Evaluation”

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Participants

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At 13 Paola Bertini presents a summary of the discussion on the form 'Evaluation' which took place among the European partners within the forum. It was attended by 25 people for a total of 42 interventions. The content of the interventions on the Forum will highlight the objective difficulties at different times of evaluation (initial, during and after the term), are identified different forms of assessment: diagnostic questionnaires, training meetings, cooperative learning, descriptive assessment, evaluation grids differ according the discipline in the test to evaluate (written or oral).

Starting from the intervention sent by Professor Favilli, now absent, the high rate of dispersion in vocational sector has been pointed out. Currently in Italy is experiencing a new form of regional qualification, mainly based on the development and supervision, by students of technical and vocational skills closely linked to a specific job and in this system is of fundamental importance the Stage: built in second and third classes in the classes, the students' stay in companies in their professional field for at least three months in two years is allowing teachers to know and then to assess their students in a different way. There are not infrequent cases of students who, lazy, rude and unruly in the classroom, in the internship prove full of initiative, alert and active, capable and competent.

Nelle scheda di valutazione che la scuola consegna e poi riceve compilata dal tutor aziendale che ha seguito l'alunno durante lo stage, i docenti si ritrovano a scoprire che l'ultimo della classe è stato puntuale, veloce, sollecito, attento. In sintesi l'alunno riporta i livelli più alti in tutti gli indicatori stabiliti dalla scuola. Questo vuol forse dire che a scuola non si riesce a prendere in considerazione, ai fini valutativi, i comportamenti competenti degli alunni, non si focalizza l'attenzione sulla prestazione (per esempio osservandola), rimanendo al contrario ancora legati alla

valutazione delle conoscenze, al massimo all'applicazione delle conoscenze negli esercizi.

The evaluation board that the school deliveries and then will receive completed by the company tutor who has followed the student during the internship, teachers often discover that the last of the class was punctual, fast, prompt, attentive. In the synthesis 'pupil reports the highest levels in all the indicators established by the school. Does this mean that a school cannot be taken into account, for valuation purposes, the competent behavior of the students, does not focus attention on performance (for example, watching), remaining on the contrary, still tied to the assessment of knowledge, the maximum application of knowledge in the exercises

The evaluation is closely related to early school leaving, the proof is that those who disperses never abandons a framework of good grades, on the contrary leaves bad votes and as such demoralizing, demotivating, discouraging. A positive evaluation or recognition that an external body (the school) can give a kid lazy and rude, telling him that he has already failed but instead has a chance to succeed and shows him pointing out that she has done this and that is perhaps the most effective way to combat early. As written in the forum post by Marcello Aprea, the evaluation can be an instrument approach or expulsion from school. So it may be true that the problem of the evaluation addresses when you have already overcome the problem of abandonment.

Al termine del dibattito si giunge alle seguenti conclusioni:

Il gruppo condivide quanto espresso dalla prof.ssa Favilli riguardo la valutazione e ribadisce la necessità:

di attivare nuove metodologie didattiche che si avvalgano anche di strumenti informatici conosciuti e normalmente usati dagli studenti

valutare non solo in base agli standard scolastici di riferimento, ma anche in base alle performances osservate in situazioni di formazione non formale

tener presente le diverse aree di provenienza degli studenti (differenza tra aree urbane e rurali, famiglie disagiate e non, italiani e non) e quindi procedere ad una valutazione ponderata dalle situazioni di partenza.

After this presentation of Paola Bertini follows at 13.30 a brief discussion summarizing the observations of the group on the form, coordinated by Paola Fiammelli.

At the end of the debate comes to the following conclusions:

The group shares the view expressed by Carla Favilli about the evaluation and reiterates the need for:

to enable new teaching methods that also make use of tools known and commonly used by students

assess not only according to the educational standards of reference, but also according to the performances observed in situations of non-formal education

note the different areas of origin of the students (the difference between urban and rural areas, poor families and non-Italian or not) and then proceed to an assessment by the weighted starting positions.

At 14,40 the workshop goes on dealing with Tools to be developed for students and teachers, and the groups involved in this work report on ideas and first drafts.

Workshops ends at 15.00.