# Methods and Tools for Assessment

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***COURSE AIMS***

The course aims to provide students with knowledge to orientate critically within today's debate on assessment in the school context and to promote methodological skills useful for structuring assessment actions in teaching practice, for understanding and participating in assessment processes at school, and using data from both internal and external sources for improvement purposes.

***INTENDED LEARNING OUTCOMES***

Knowledge and understanding

At the end of the course, students will know:

- the fundamental concepts and the subject-specific language

- the link between evaluation, observation, and documentation

- the different paradigms and evaluation approaches

- some assessment devices and tools

- the National Evaluation System

- the link between evaluation and improvement

Applying knowledge and understanding

At the end of the course, students will be able to:

- correctly use the fundamental concepts and subject-specific language

- orient themselves in a critical way between the different paradigms and evaluation approaches

- design and implement some evaluation devices and tools

- read, interpret, and integrate data and results provided by internal and external sources into professional practice

- use the assessment data for improvement

“Independent judgment”, “Communication skills” and “Learning ability”

At the end of the course, students will be able to:

- show articulated independent judgment in evaluating the quality of the methodological devices

- effectively communicate and argue methodological choices

- learn critically from their own experience by developing reflective working ways.

***COURSE CONTENT***

The following themes will be investigated in the course:

1) Theoretical-conceptual references of evaluation in education and training

2) Methodological approaches to evaluation in education and training

3) The teacher's evaluative literacy

4) The National Evaluation System

5) Evaluation for improvement purposes

6) Peer assessment and self-assessment

7) Evaluation competence as a life skill

***READING LIST***

Compulsory textbook:

– K. Montalbetti (2011), *Manuale per la valutazione delle pratiche formative,* Milan: Vita e Pensiero.

A textbook to choose among the following:

– D. Robasto (2017), *Autovalutazione e piani di miglioramento a scuola. Metodi e indicazioni operative*, Rome: Carocci.

– S. Pastore, (2019), *Autovalutazione: promuovere la riflessione e l'autoregolazione dell'apprendimento*, Novara: De Agostini.

– V. Grion, E. Restiglian (2020), *La valutazione fra pari nella scuola. Esperienze di sperimentazione del modello GRiFoVA con alunni e insegnanti*, Trento: Erikson (excluding chapters 10, 11, 12, 13 and 14).

– M. Freddano, M., C. Stringher, (2021), *Fare autovalutazione nella scuola dell'infanzia: rapporto sulla sperimentazione del RAV Infanzia*, Milan: Angeli.

The didactic material made available on Blackboard is an integral part of the reading list.

***TEACHING METHOD***

The course involves the integrated use of complementary teaching methods: lectures, guided practical activities, case presentations, discussion activities and group work. Classroom lessons will be integrated with distance learning resources accessible through the Blackboard platform.

***ASSESSMENT METHOD***

The exam consists of an oral interview preceded by a written test.

 The written test will consist in drafting a paper in which students will have to show both their knowledge and critical understanding of the topics covered by the course and the operational skills and competences related to them. They will be asked to design and/or critically analyse an evaluation device starting from a situation chosen by the student. An analytical guideline will be made available on the platform at the beginning of the course. The paper must be uploaded to the platform according to the timing communicated by the lecturer.

The interview will take its cue from the discussion of the paper and will be aimed at verifying: the knowledge developed on the course topics; the ability to reflect on different contents, discussing their applicability in specific contexts; mastery of the subject-specific language.

Students will be awarded of only one mark at the end of the oral interview based on all the elements collected in the assessment process.

***CRITERIA***

The quality of the paper will be assessed according to the following criteria: completeness, presentation clarity, language appropriateness, relevance, argumentation, conceptual references, critical reflection, feasibility/sustainability.

The following criteria will be taken into account for the assessment of the oral interview: correctness and quality of the answers provided, command of language, clarity of presentation, reasoning skills and analytical rigour, quality of the logical and methodological argument.

***NOTES***

Prerequisites for the course are fundamental knowledge of educational research methods with particular reference to survey tools.

***PREREQUISITES***

Further information can be found on the lecturer's webpage at <http://docenti.unicatt.it/web/searchByName.do?language=ENG> or on the Faculty notice board