

REPORT

rilevazione degli apprendimenti



I QUADRIMESTRE
a.s 2020/21

Scuola
primaria



I Circolo
Didattico di
Pompei

Monitoraggio esiti

L'azione educativa e didattica, in armonia con la mission, la vision e le azioni programmate nel PTOF mira a garantire:
l'equità degli esiti;

- la formazione globale della persona;
- l'innalzamento dei livelli di istruzione e di competenza degli alunni;
- la valorizzazione delle eccellenze

In una prospettiva significativa, la valutazione formativa, orientativa e sommativa diviene uno strumento utile per calibrare gli interventi e le strategie didattiche da utilizzare nel percorso formativo dell'alunno. Il processo di valutazione, pertanto, coinvolge necessariamente alunni, docenti e genitori:

- per gli insegnanti diviene un parametro in base al quale soppesare l'efficacia della propria azione didattica ed eventualmente intervenire per apportarvi gli opportuni correttivi;
- per gli alunni una vera e propria esperienza formativa, nel corso della quale imparare a conoscere se stessi, i propri limiti e le proprie potenzialità, dunque a sapersi autovalutare e ad essere autonomi;
- per i genitori un momento informativo, tramite il quale monitorare costantemente il processo di apprendimento dei propri figli.

L'istituto ha previsto la costruzione di test e compiti di realtà per classi parallele (test d'ingresso, quadrimestrale e finale)

I docenti nel corso dell'anno elaborano, in maniera autonoma, prove di verifica bimestrali al fine di rilevare l'avvicinamento degli alunni agli obiettivi di sviluppo prefissati nelle progettazioni di classe; la rilevazione dei livelli di partenza, le attività di personalizzazione dell'insegnamento e l'osservazione dell'alunno nelle attività didattiche forniscono informazioni utili a leggere la realtà del nostro istituto in termini di sviluppo delle competenze e di crescita sociale degli alunni

Le operazioni di scrutinio quadrimestrale, coordinati dal dirigente scolastico, hanno consentito di analizzare le diverse situazioni di apprendimento rilevate nelle classi. Consapevoli che lo sviluppo delle competenze possa leggersi solo attraverso un'attenta lettura dei processi, degli atteggiamenti, delle abilità che ogni alunno mostra di attivare nelle situazioni reali quotidiane, si ritiene efficace monitorare

il livello di sviluppo raggiunto in itinere nelle classi dell'istituto, a partire dal valore di "media complessiva delle discipline" registrata nella fase di valutazione quadrimestrale degli alunni delle classi della scuola primaria Il monitoraggio degli esiti delle alunne e degli alunni pone inoltre la comunità scolastica in un atteggiamento di riflessione circa una duplice azione che la scuola deve poter fornire agli utenti: il raggiungimento degli obiettivi di apprendimento pianificati nella progettazione didattica delle classi e del curriculum d'istituto e la rilevazione del valore aggiunto che l'azione formativa è riuscita a garantire rispetto ai livelli di partenza degli allievi

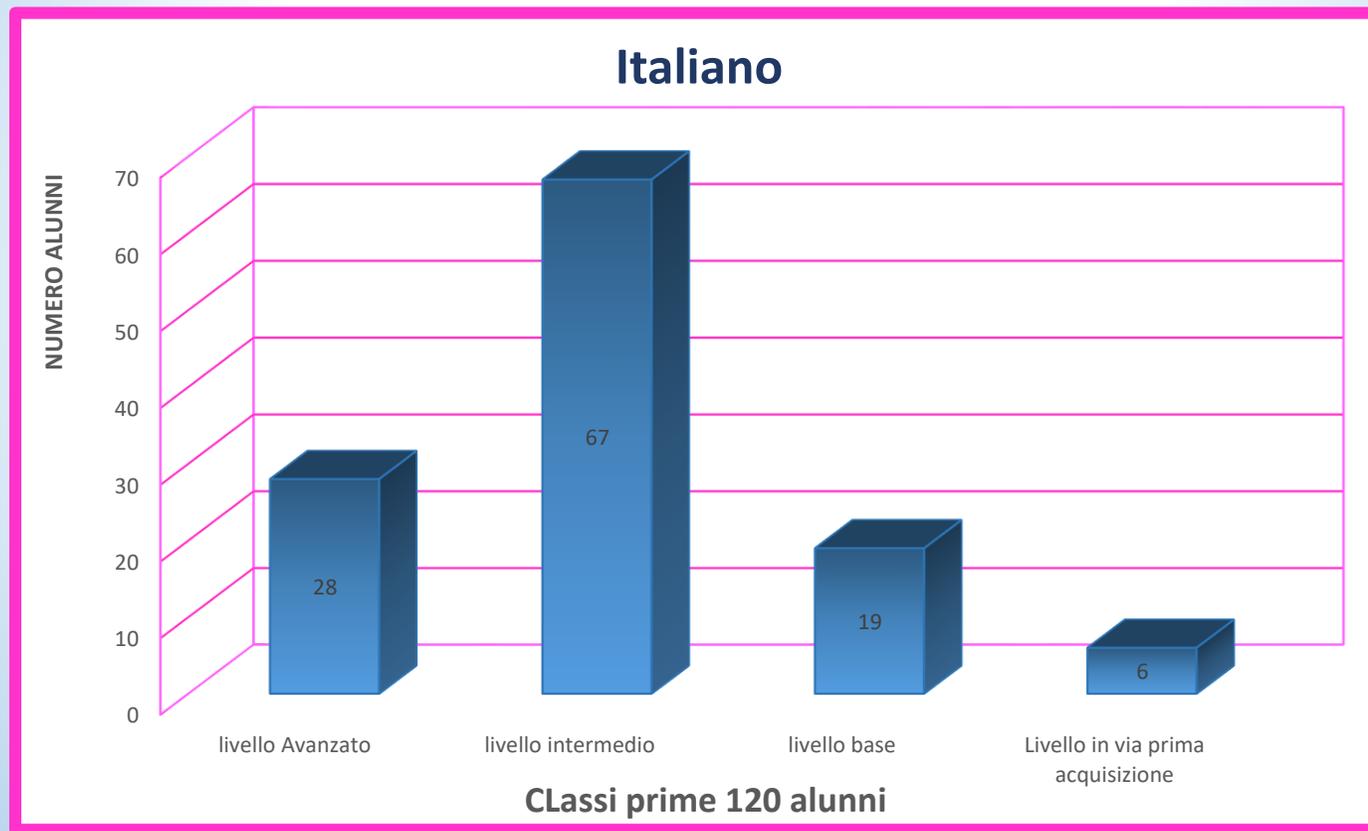
Come riportato nell'O.M.n.172 e nelle Linee guida del 04/12/2020, 4 sono i livelli degli apprendimenti previsti nella scuola primaria:

- **Avanzato**
- **Intermedio**
- **Base**
- **In via di prima acquisizione**

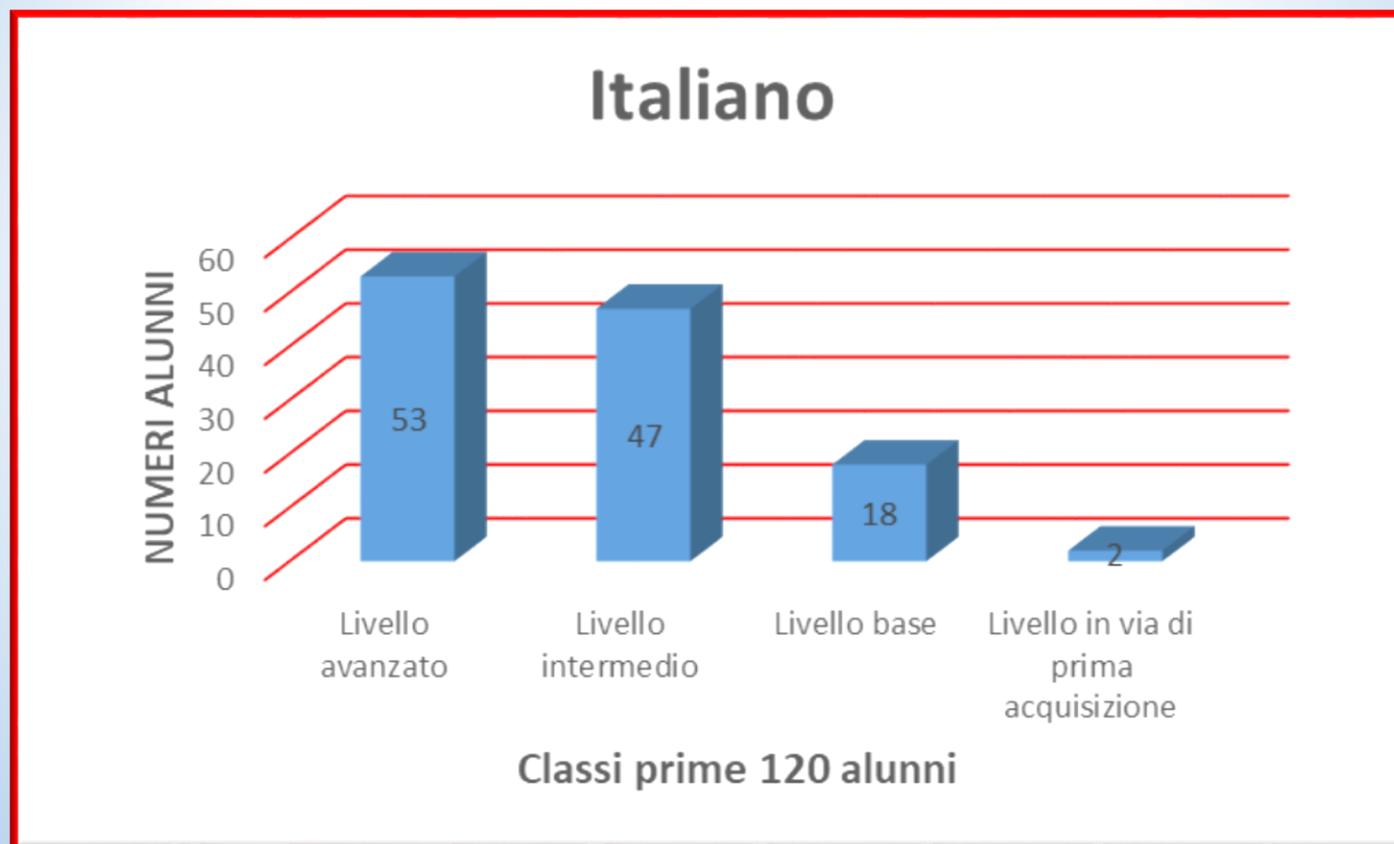
I livelli di apprendimento sono riferiti agli esiti raggiunti da ogni alunno in relazione agli obiettivi di ciascuna disciplina. Nell'elaborare il giudizio descrittivo è considerato il percorso di ogni alunno e della sua evoluzione. La valutazione degli alunni con disabilità certificata è correlata agli obiettivi individuati nel Piano educativo individualizzato (PEI), mentre la valutazione degli alunni con disturbi specifici dell'apprendimento si riferiscono al Piano didattico personalizzato (PDP).



I quadrimestre



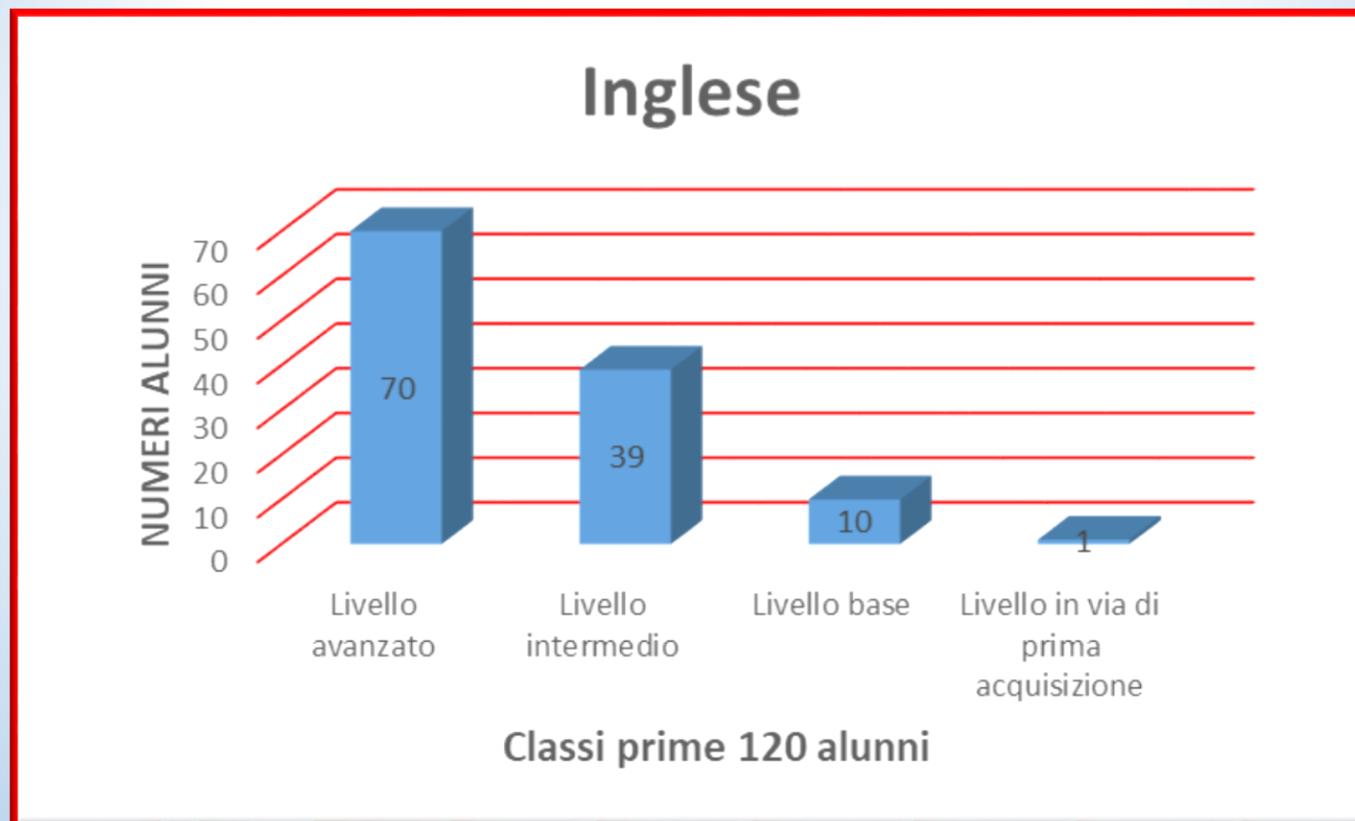
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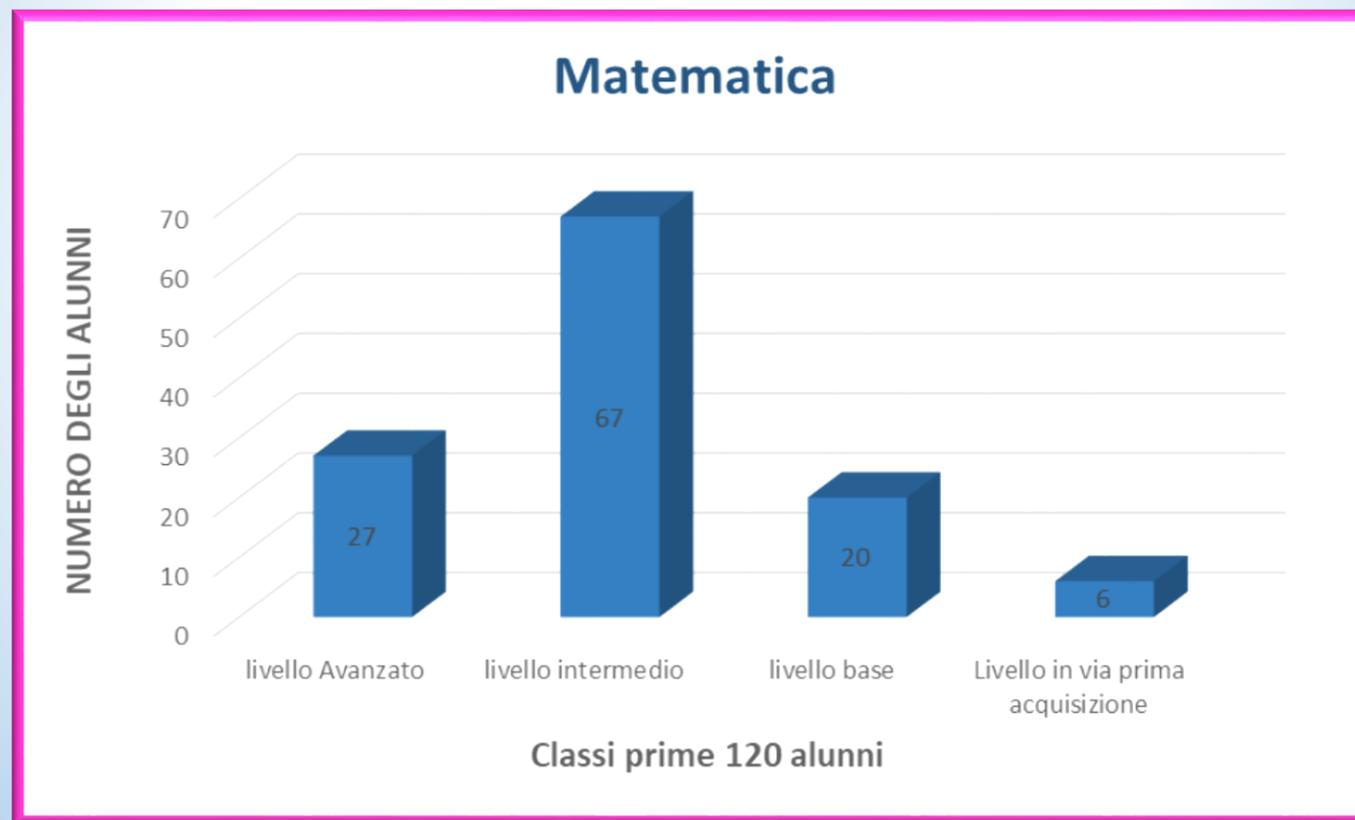
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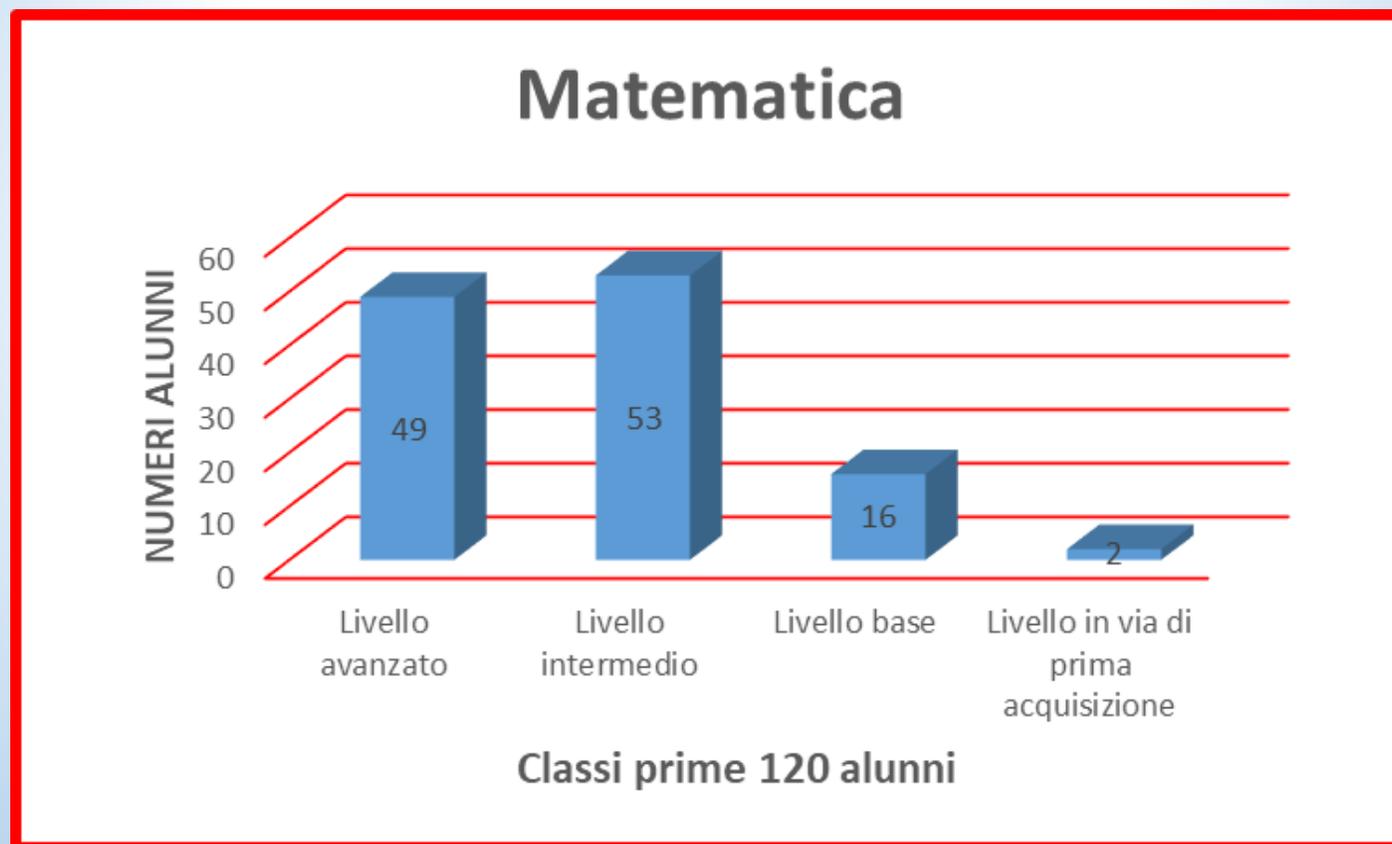
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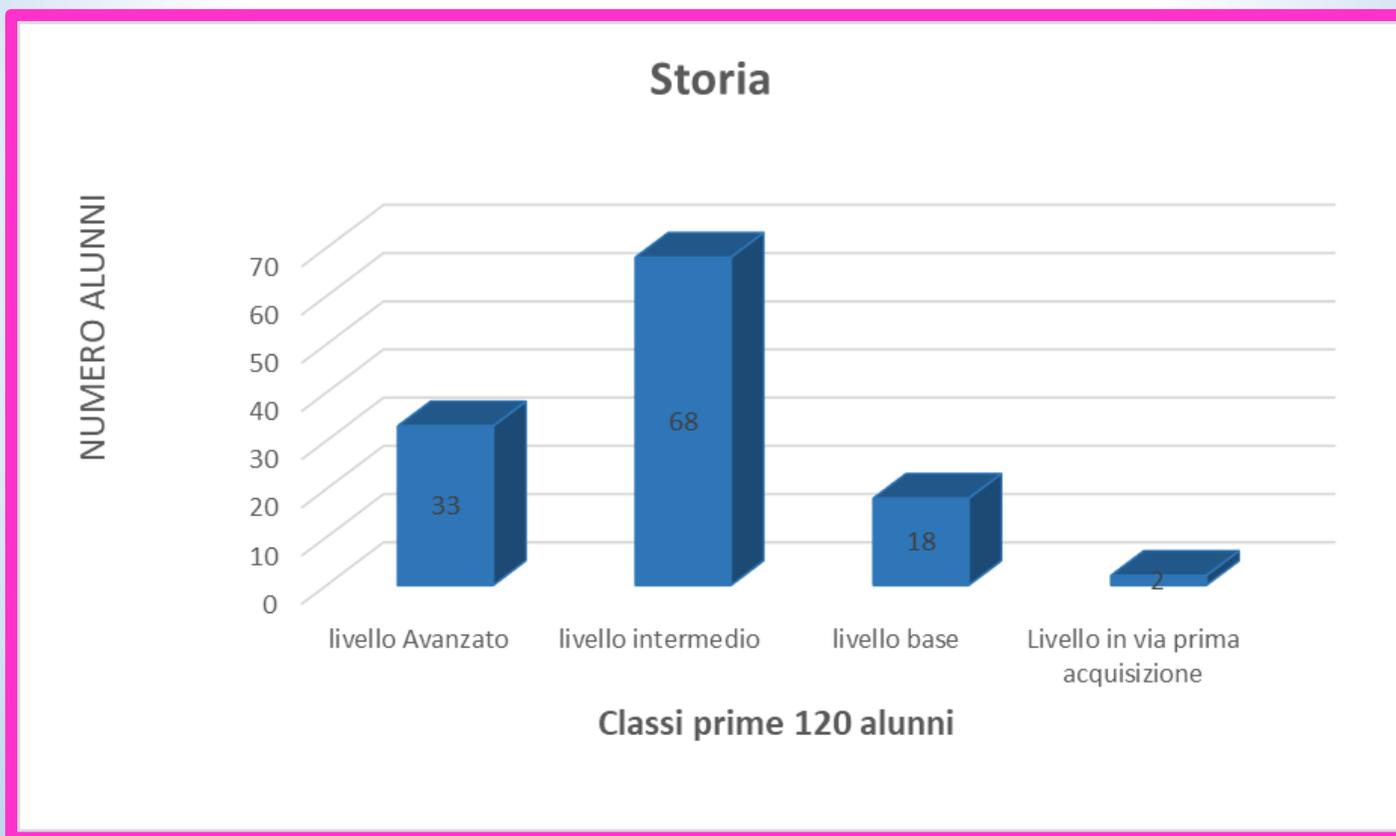
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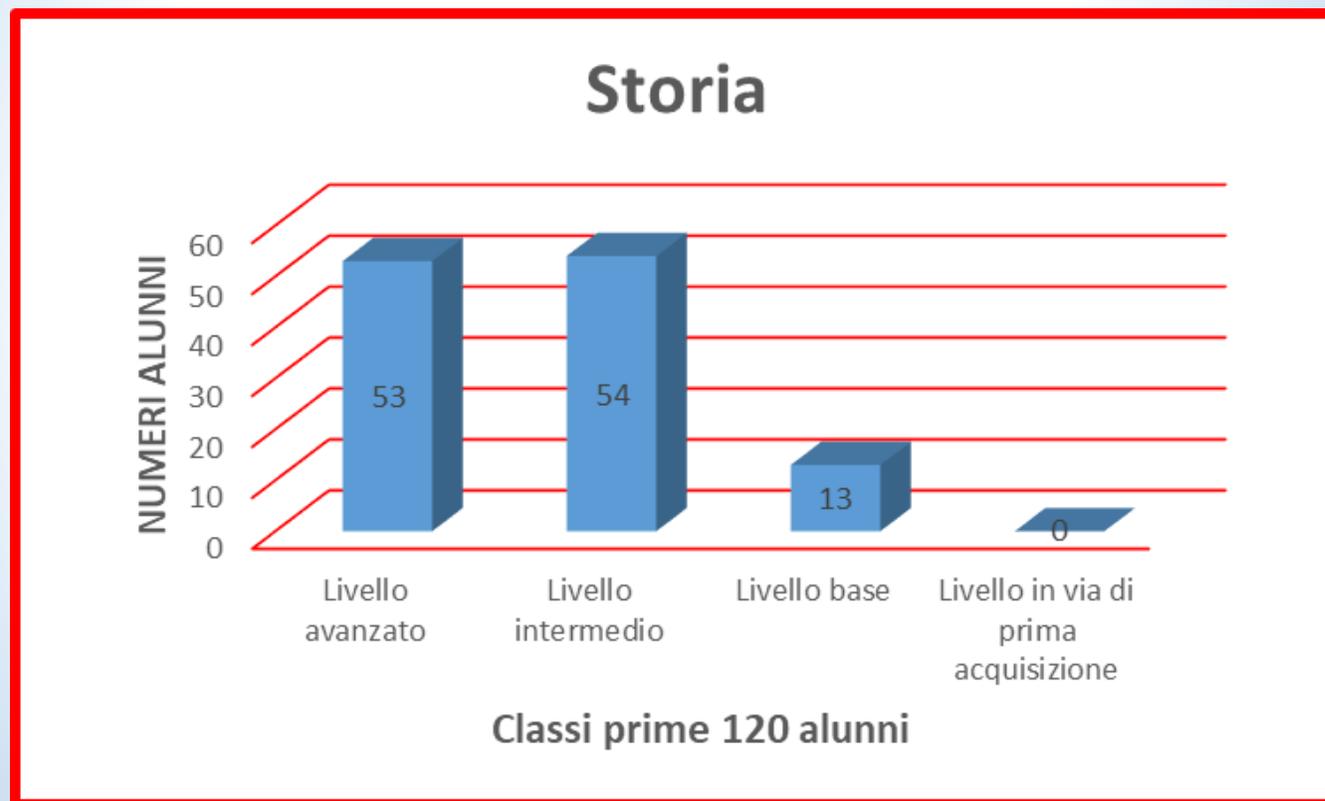
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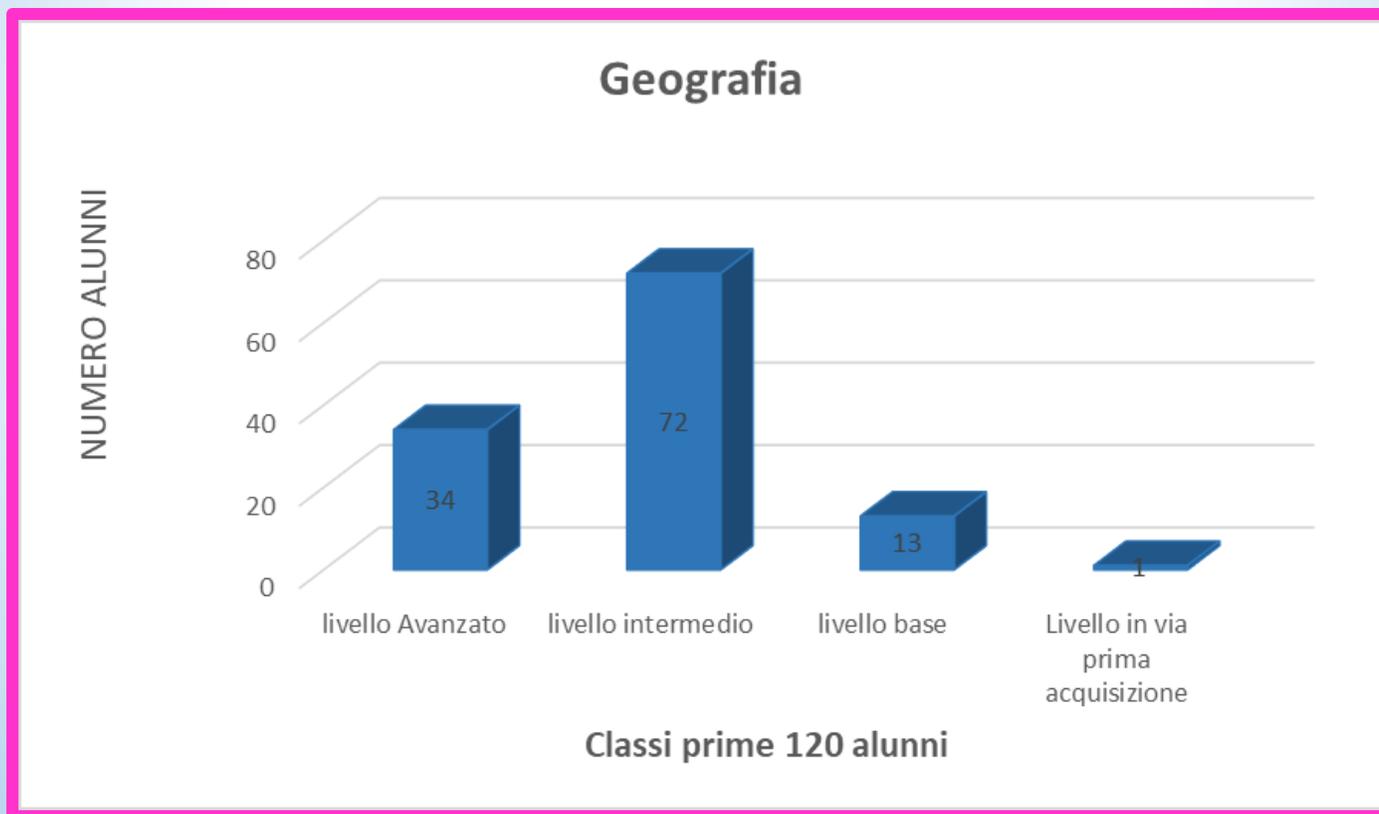
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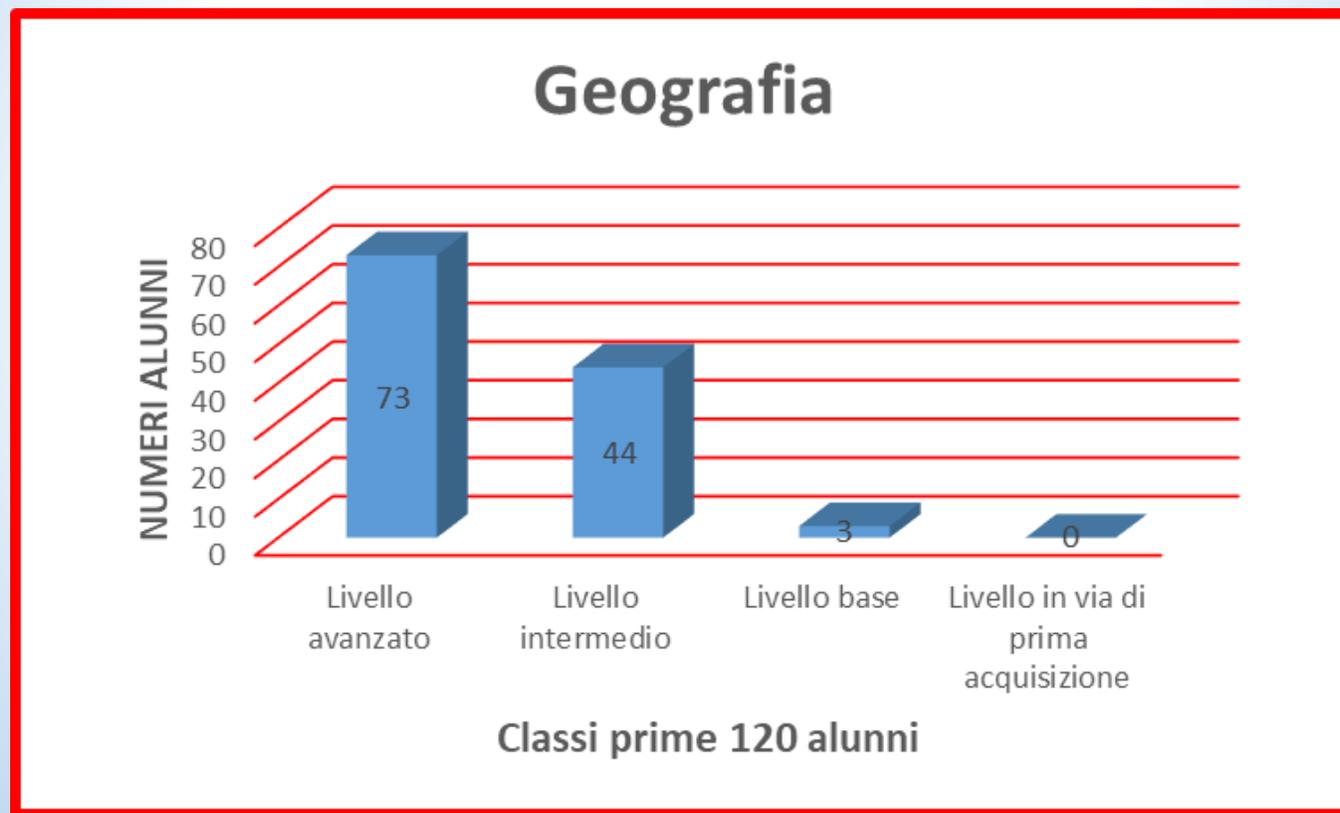
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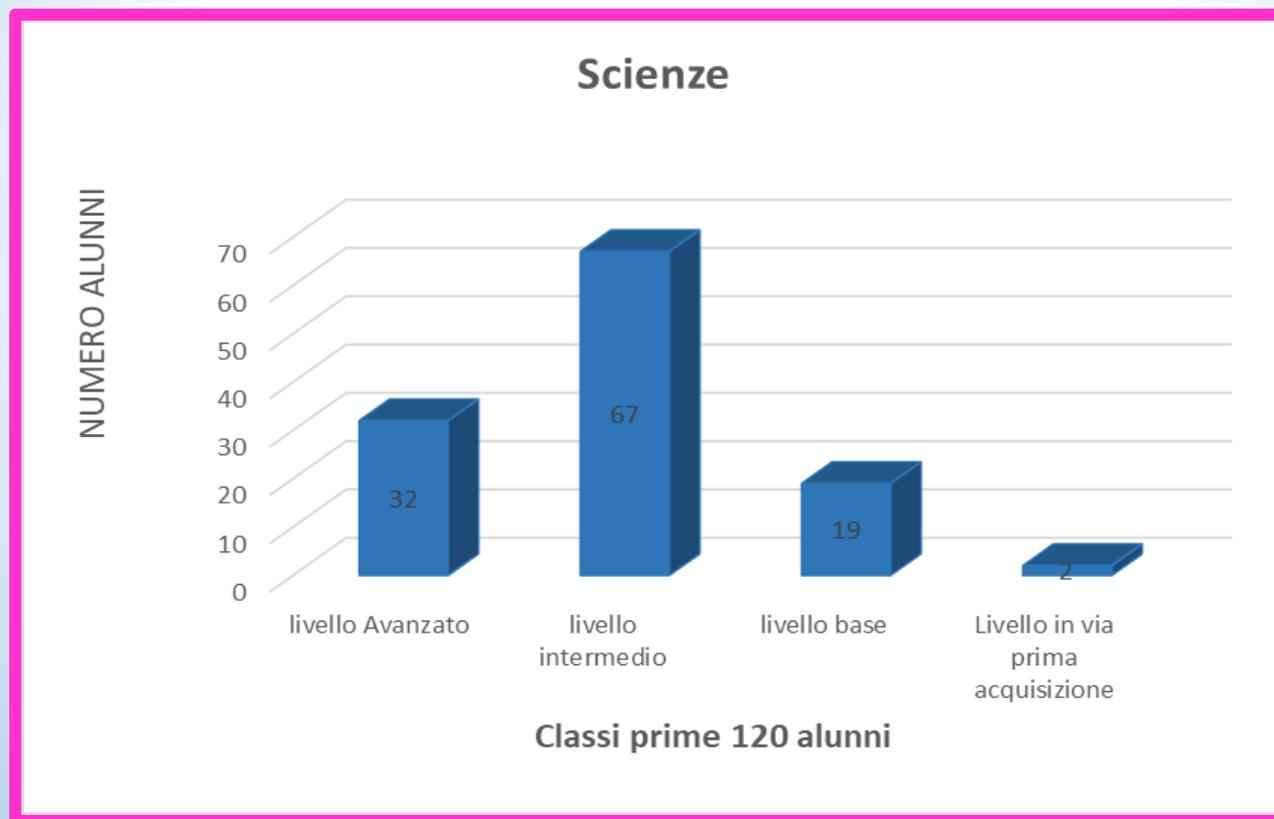
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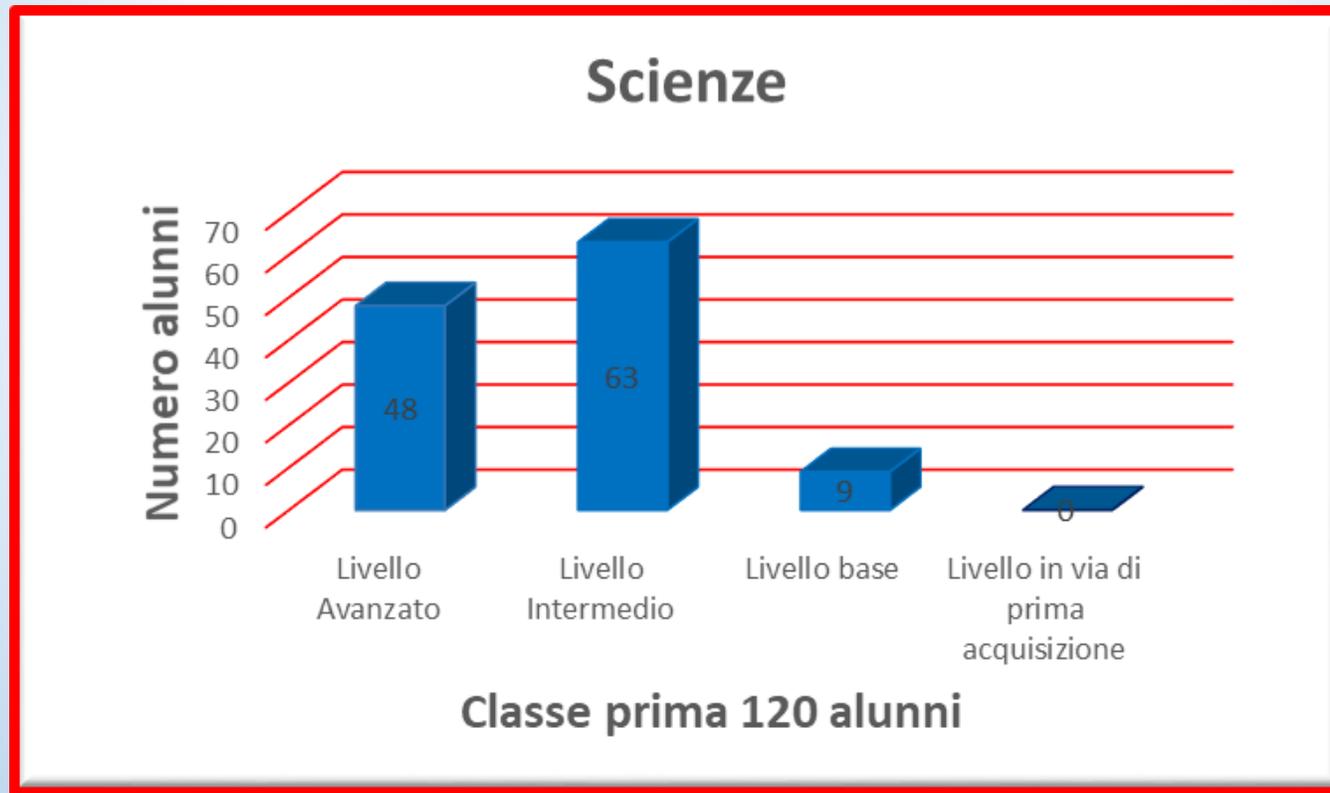
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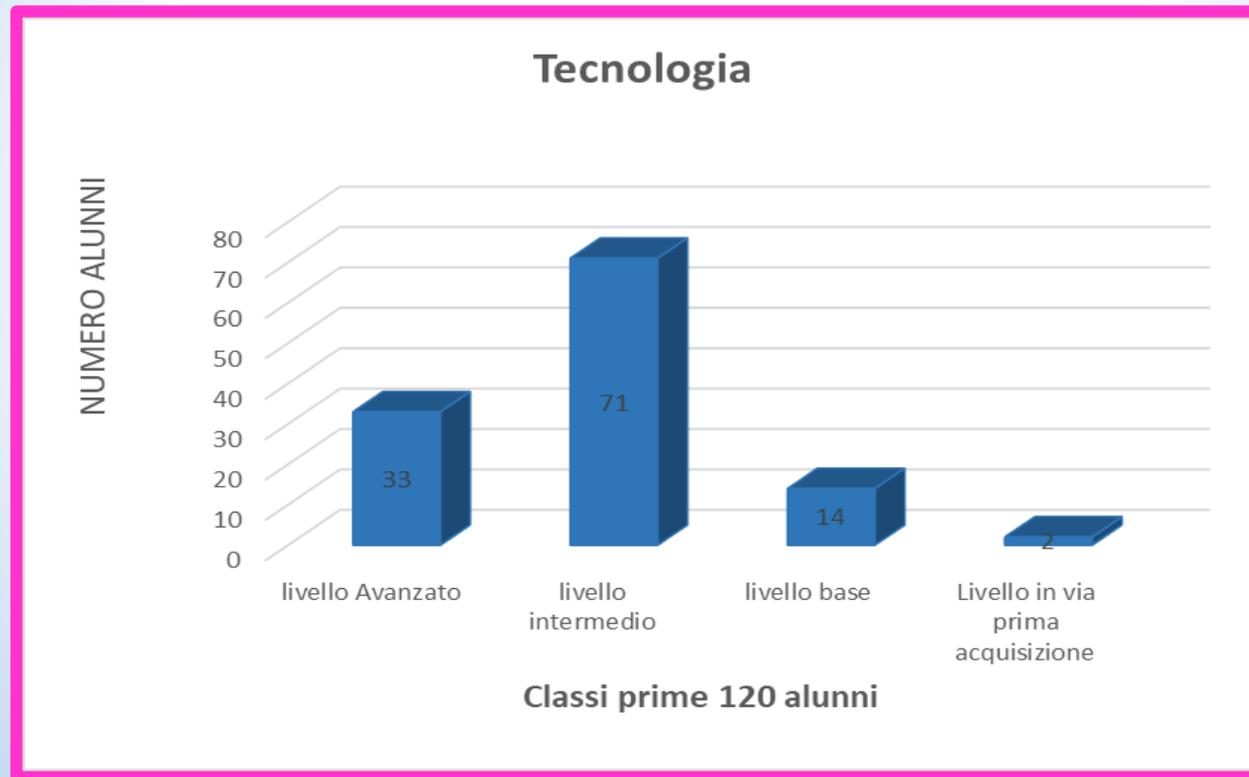
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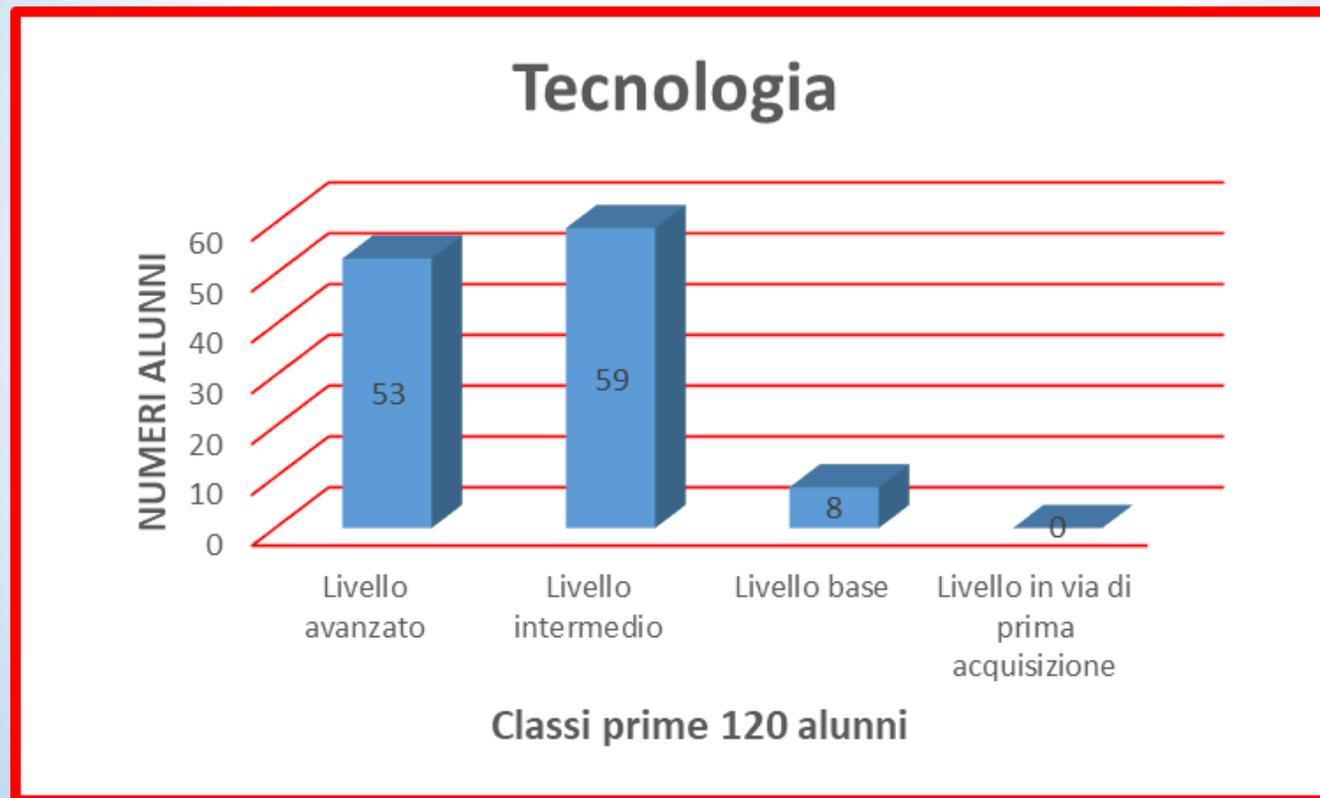
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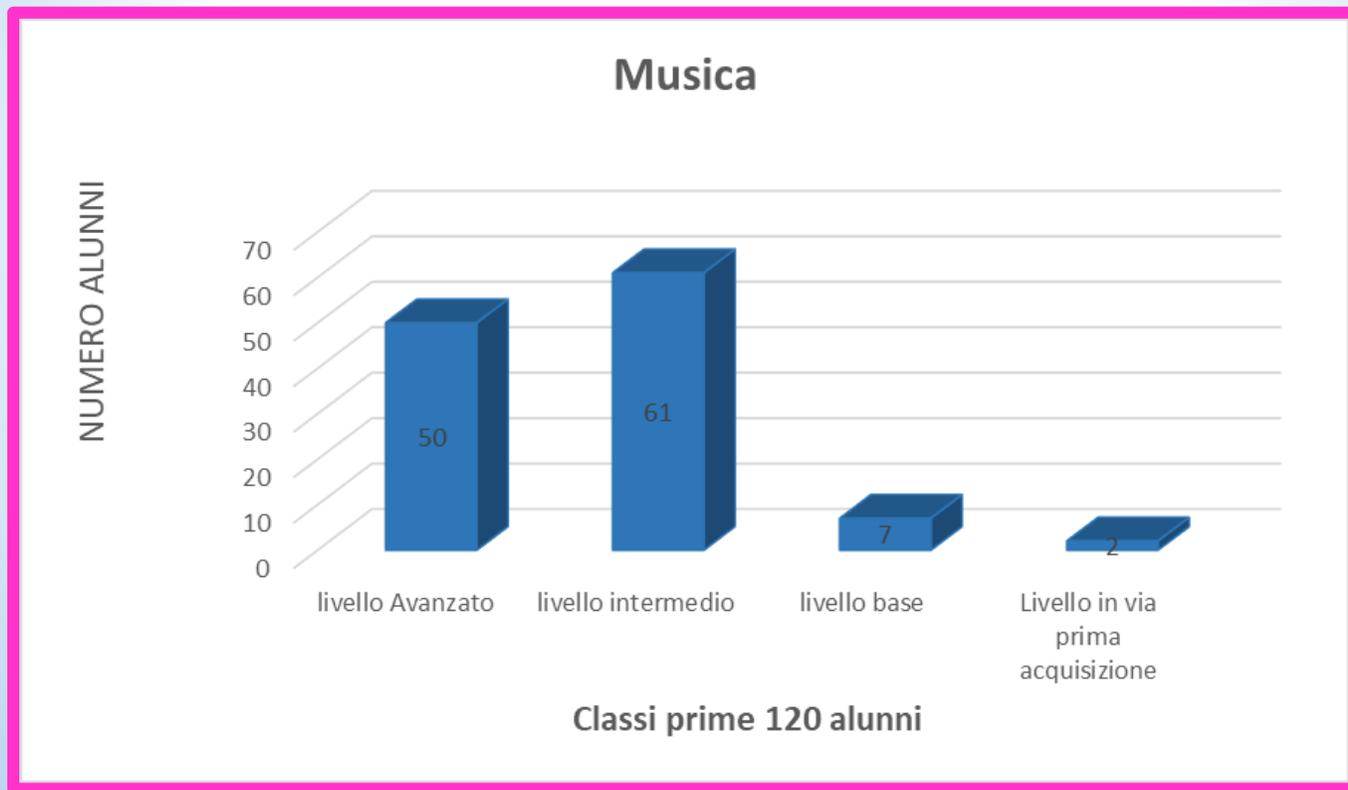
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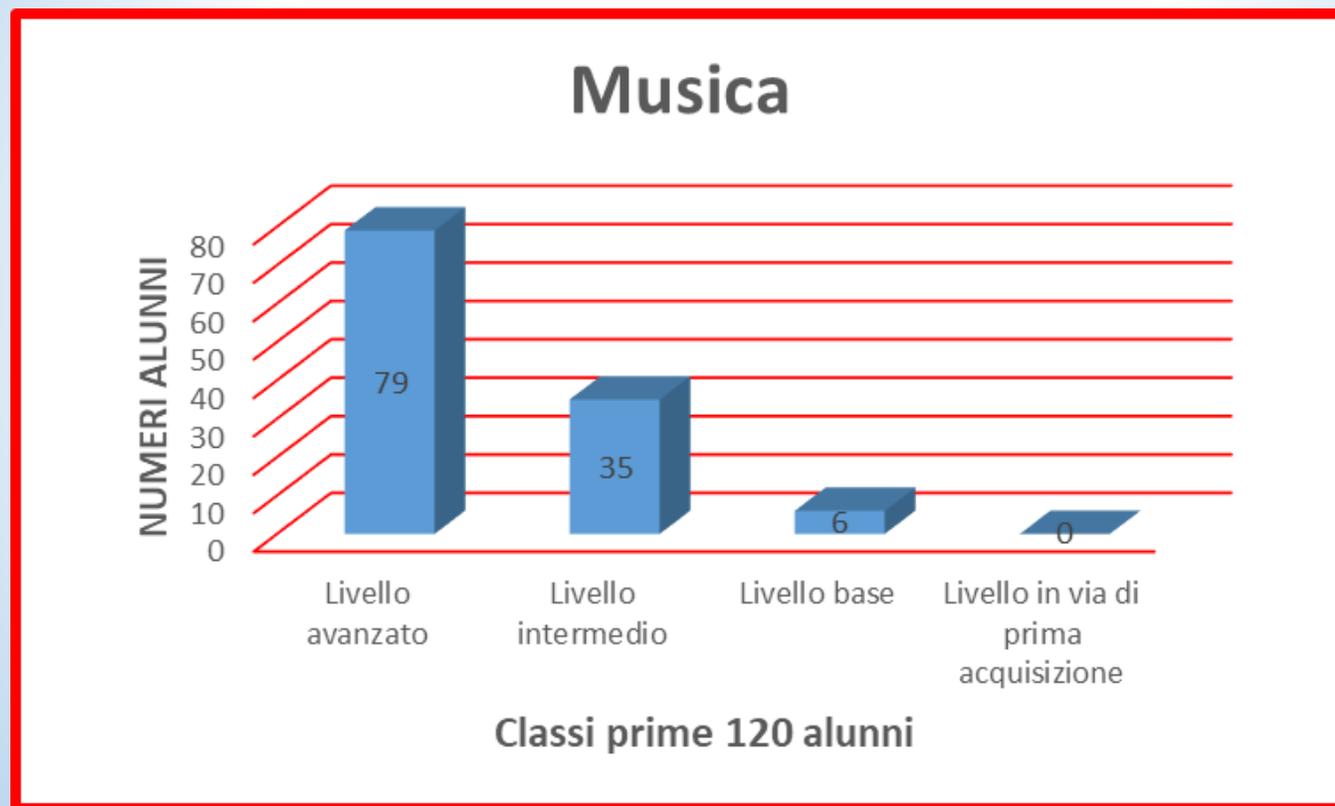
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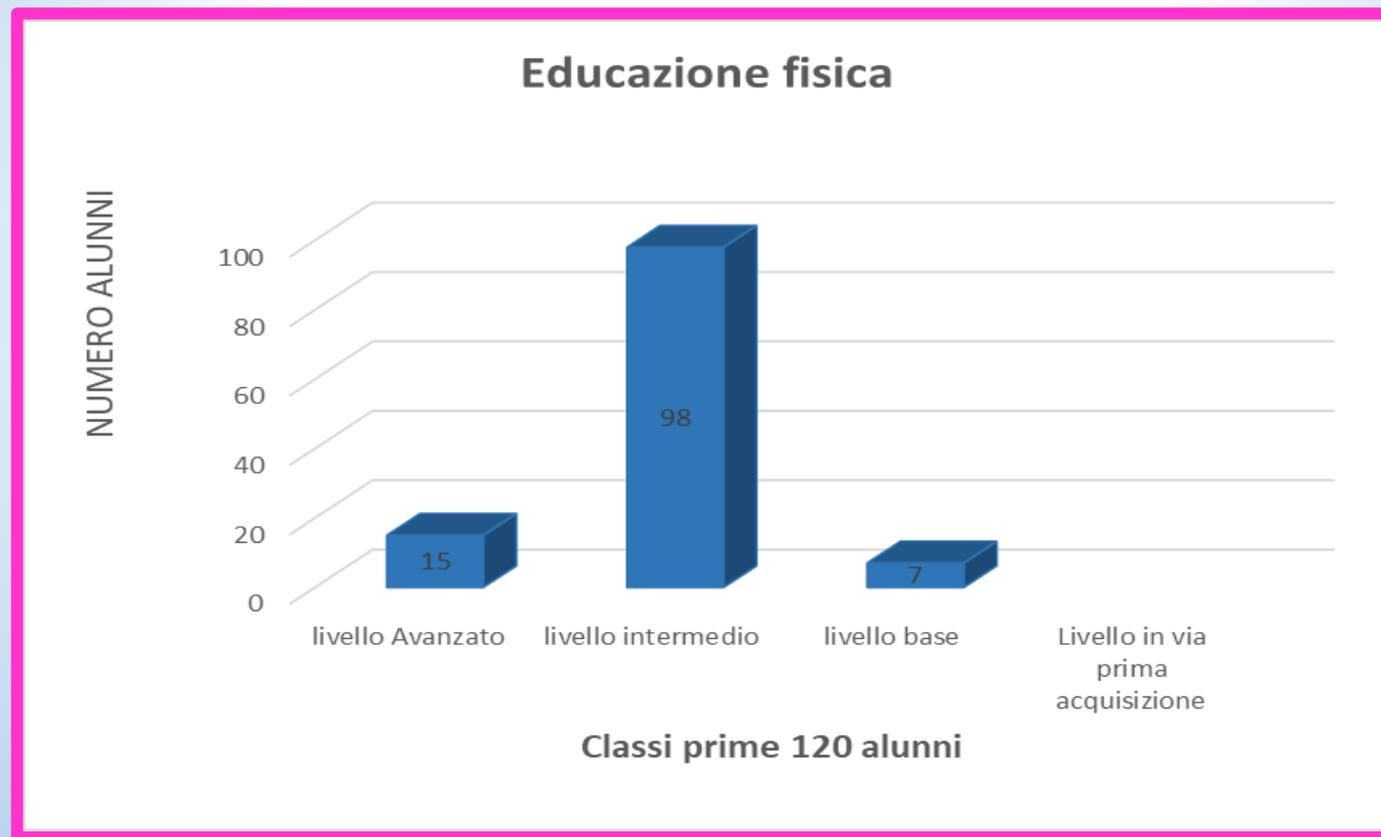
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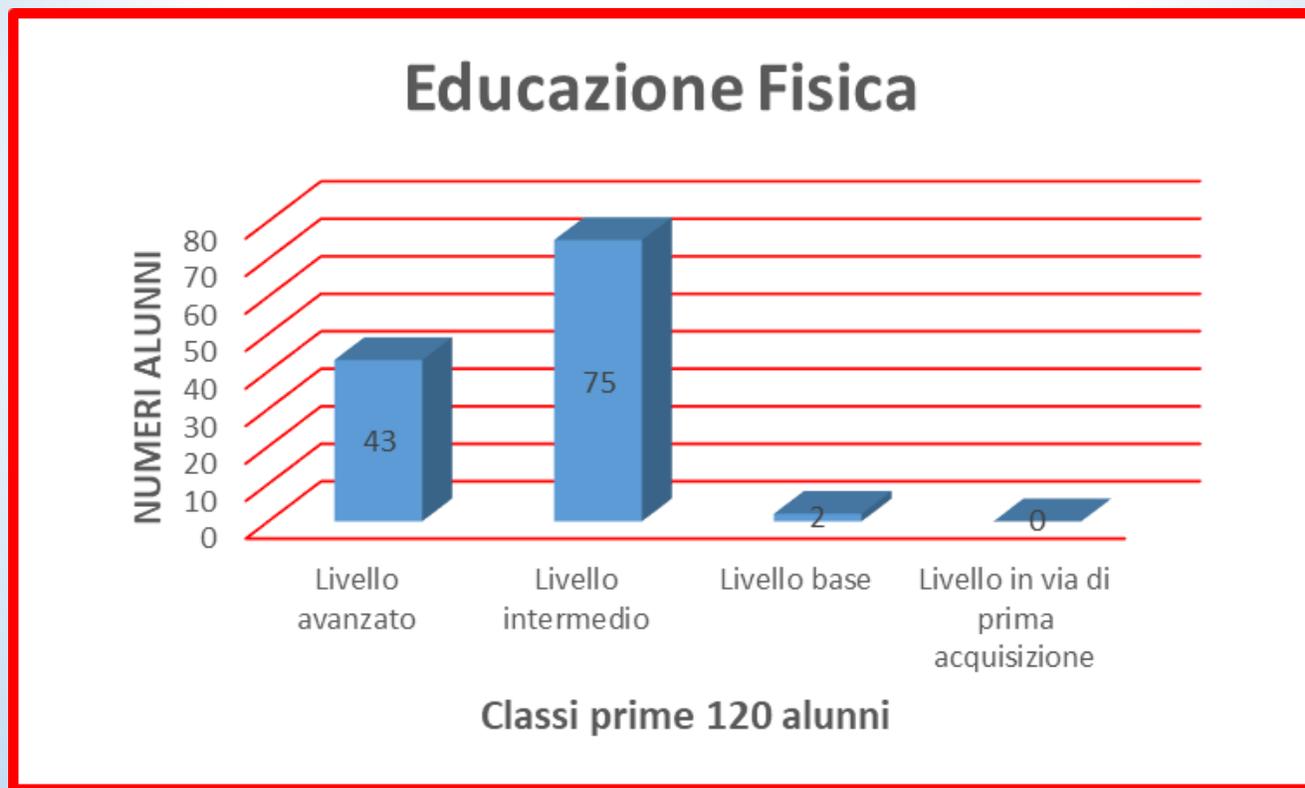
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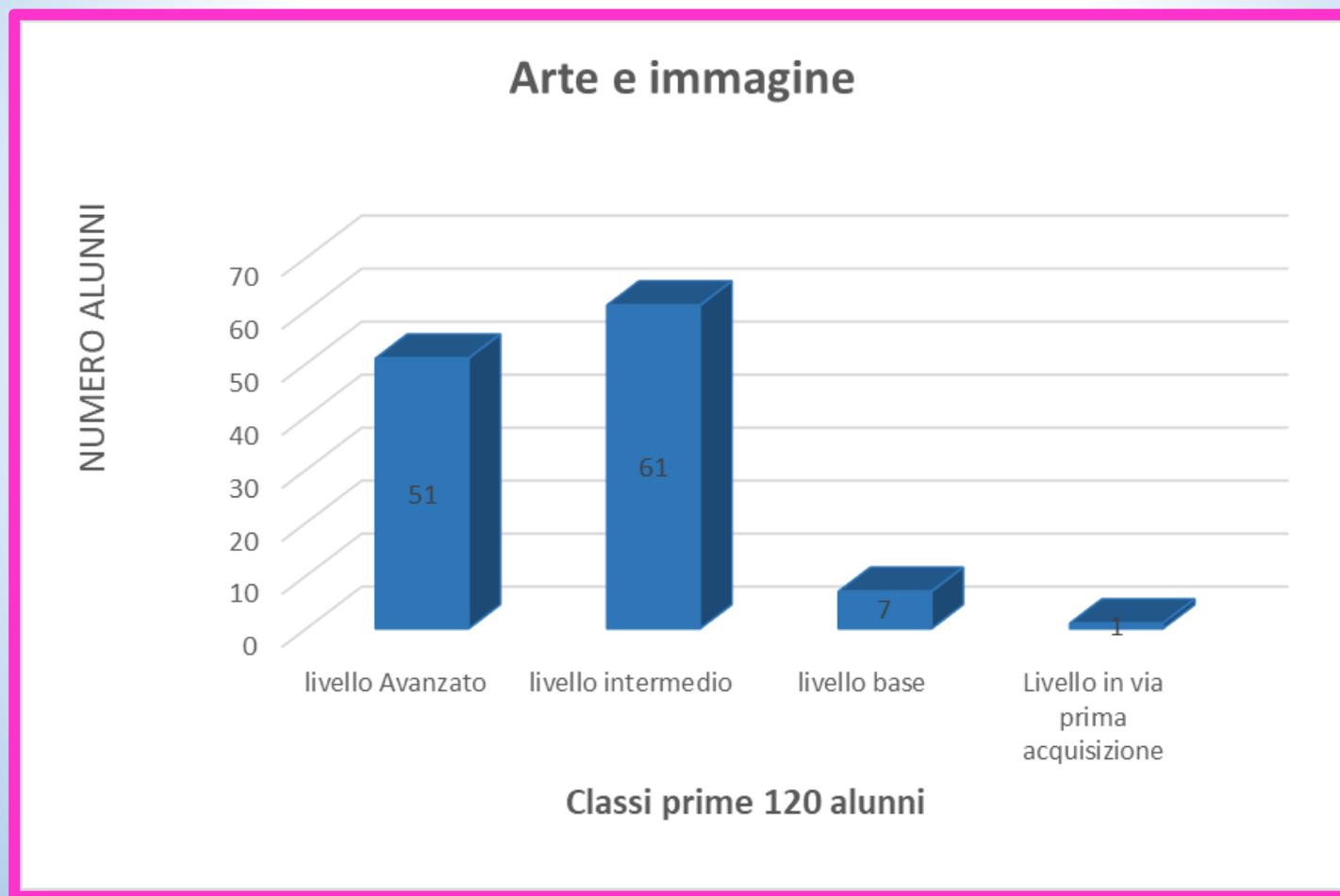
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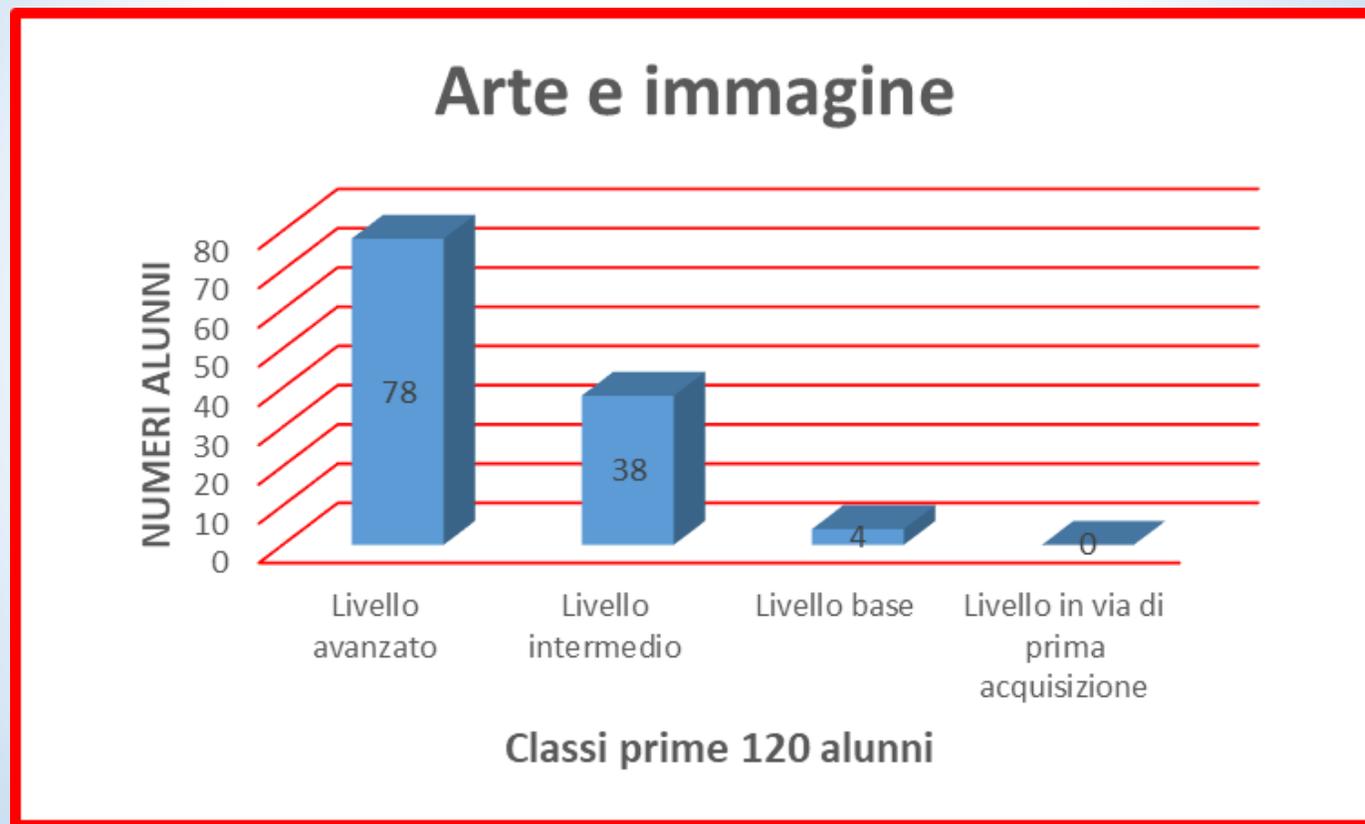
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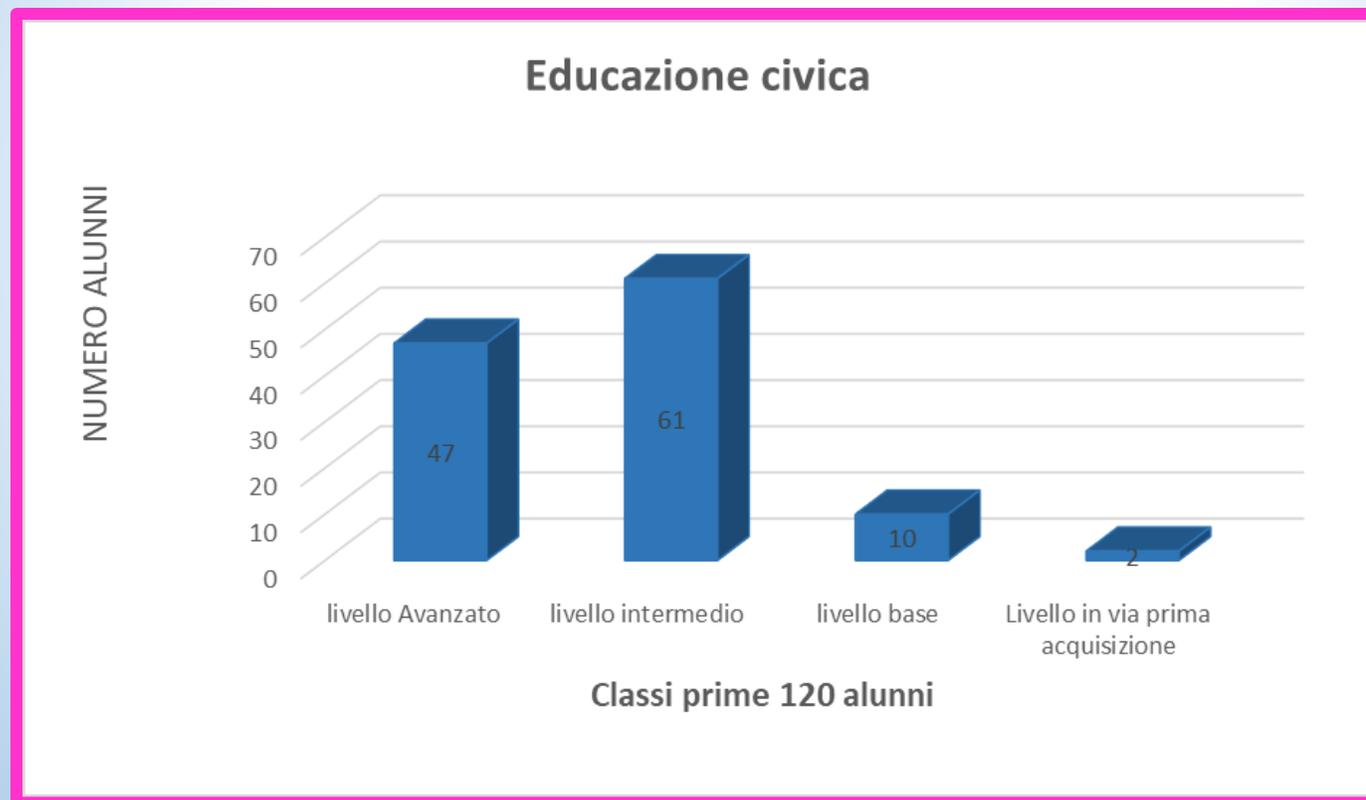
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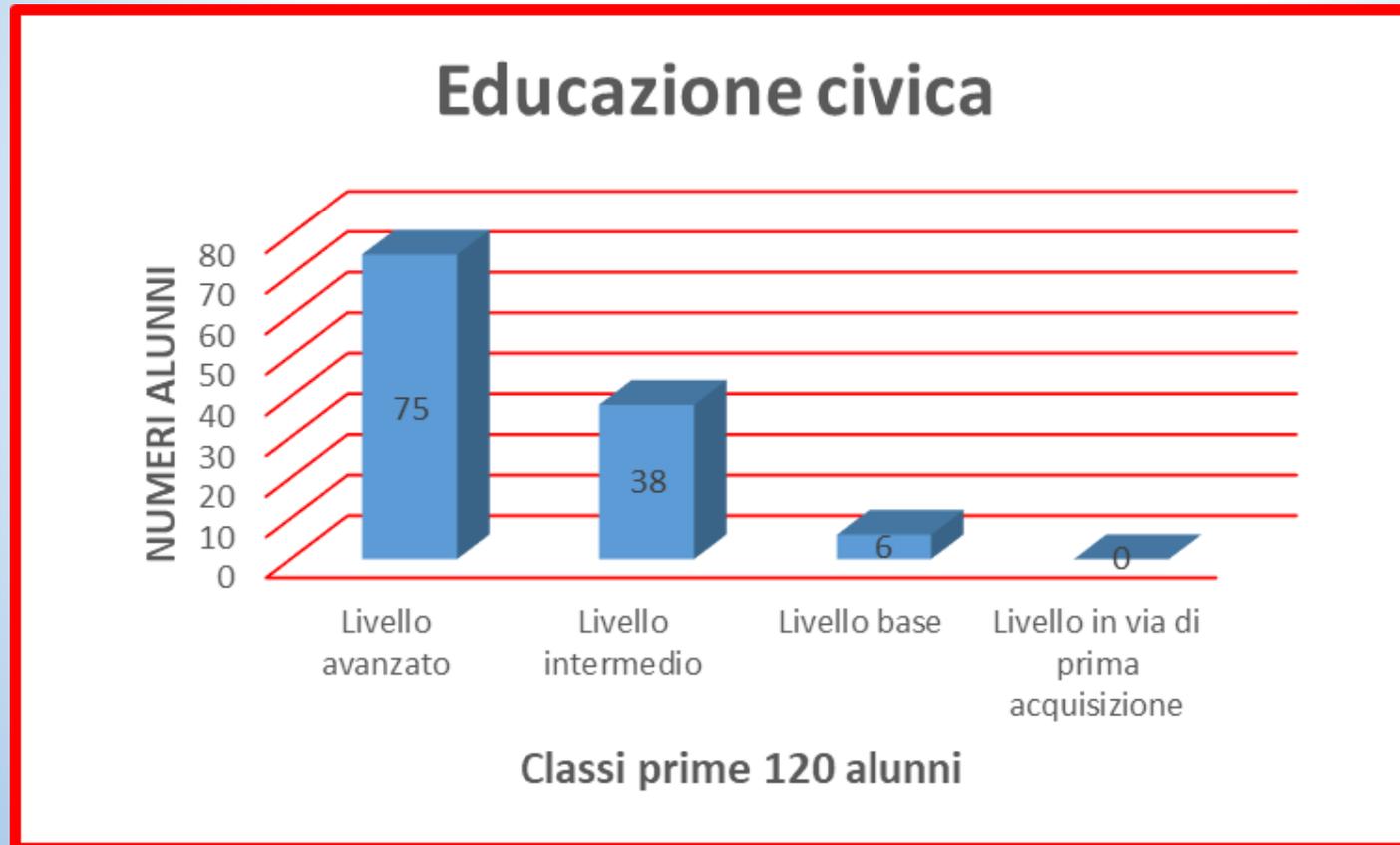
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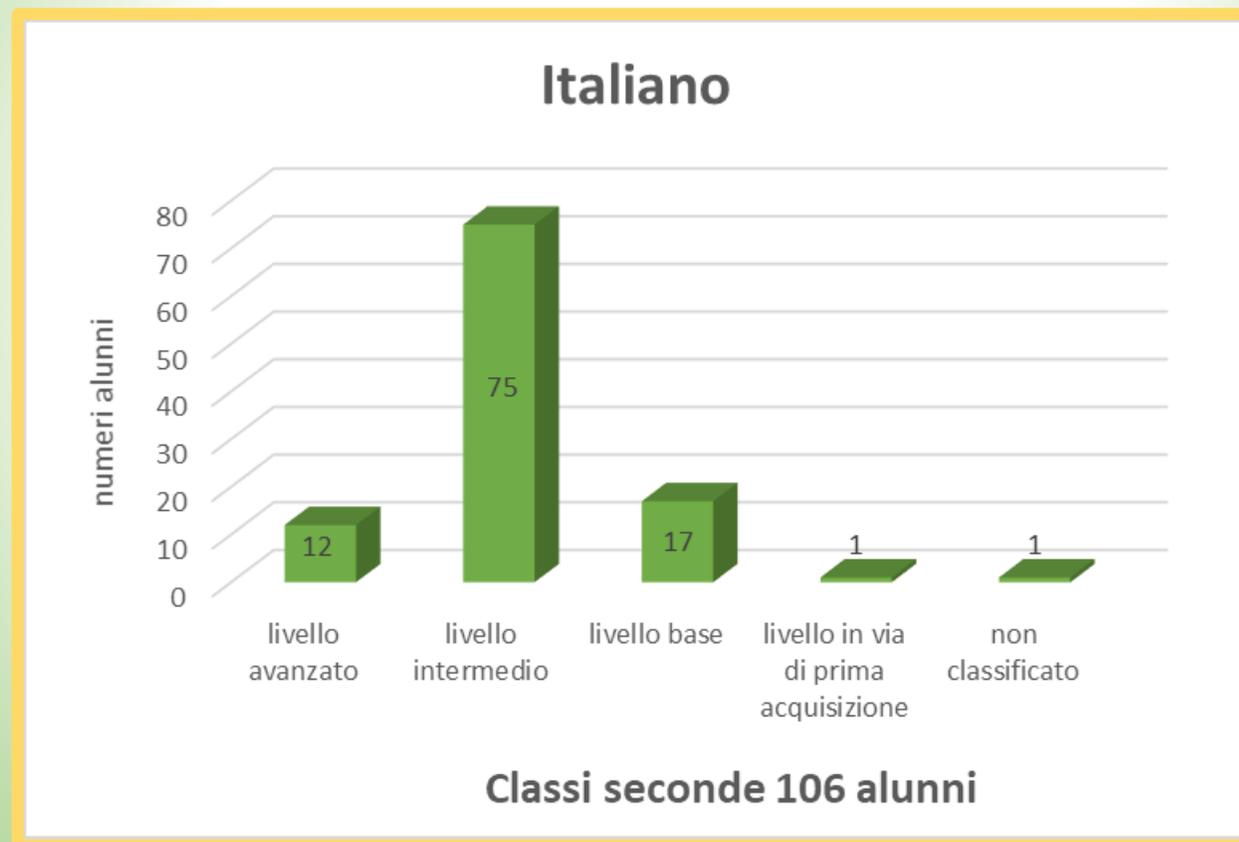
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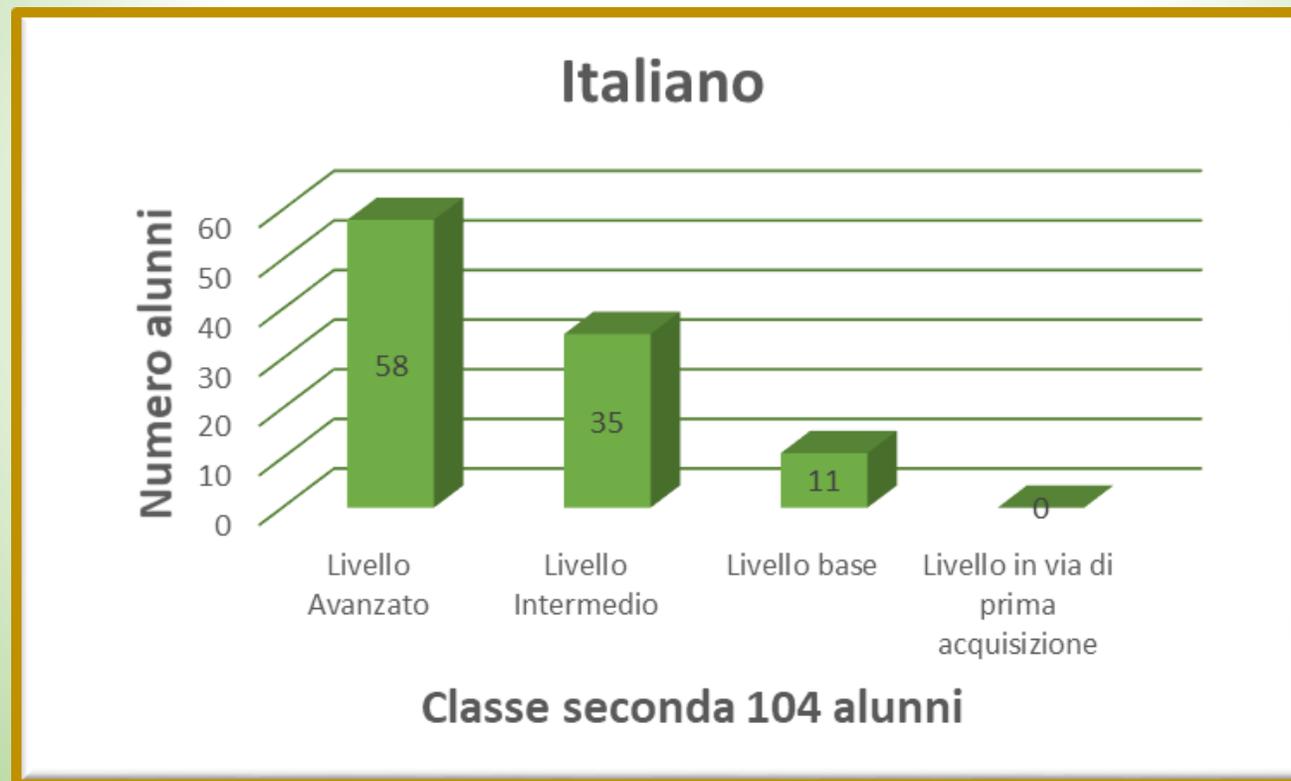
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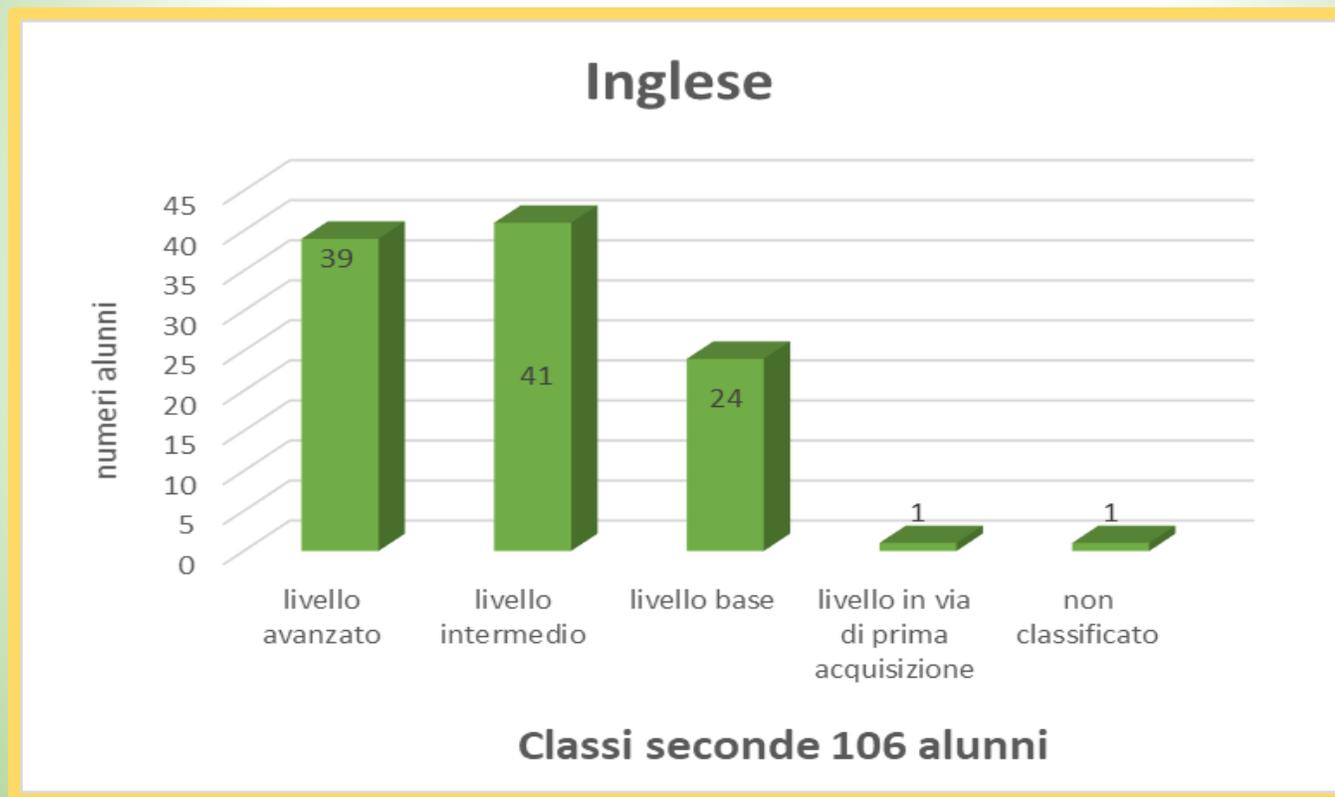
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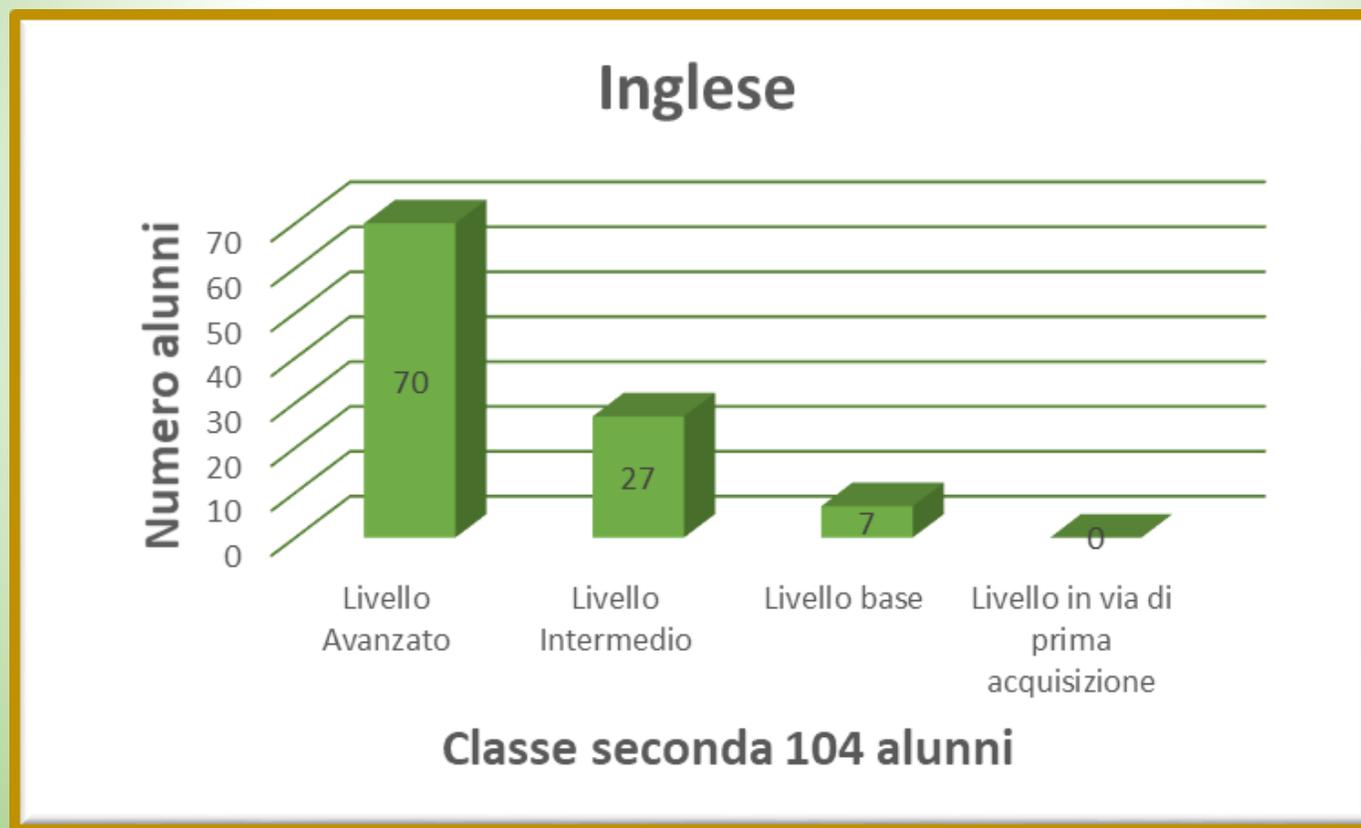
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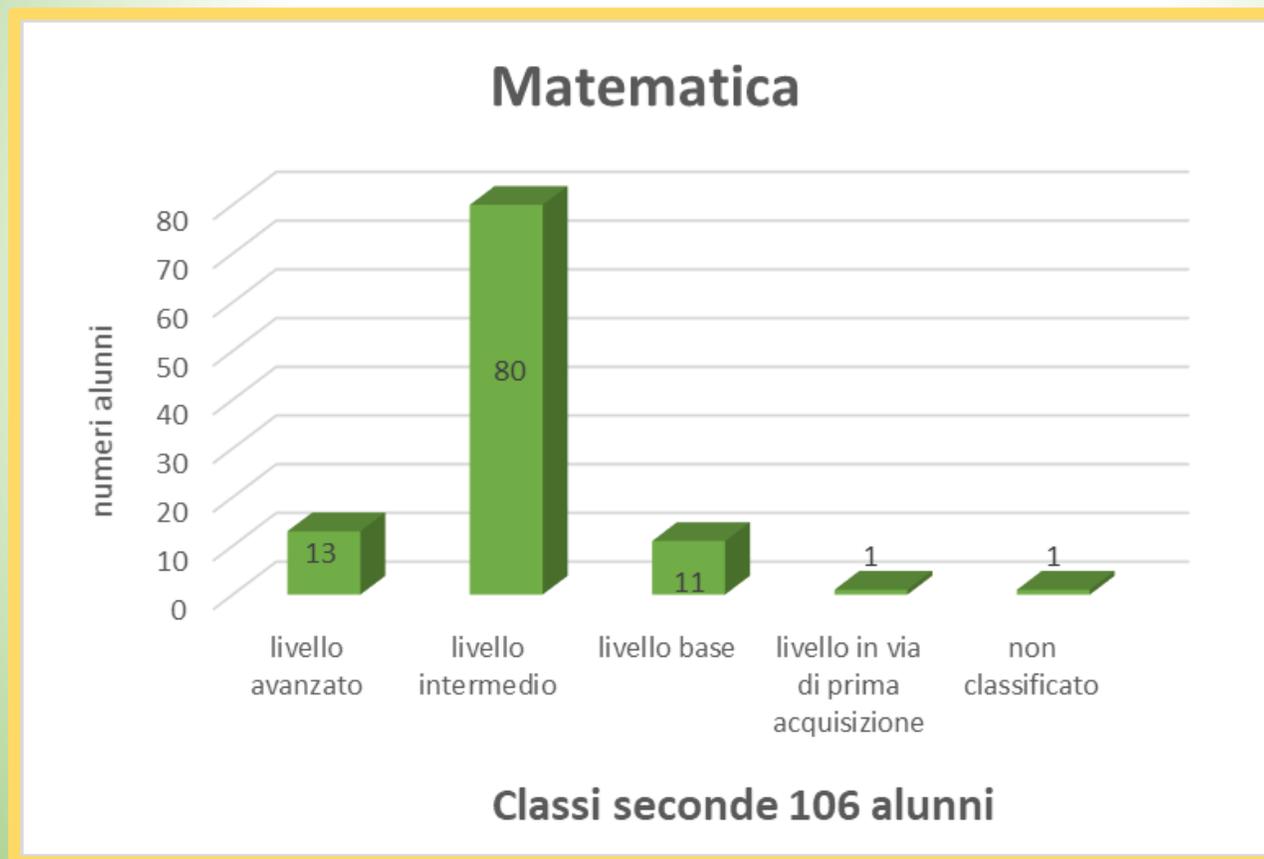
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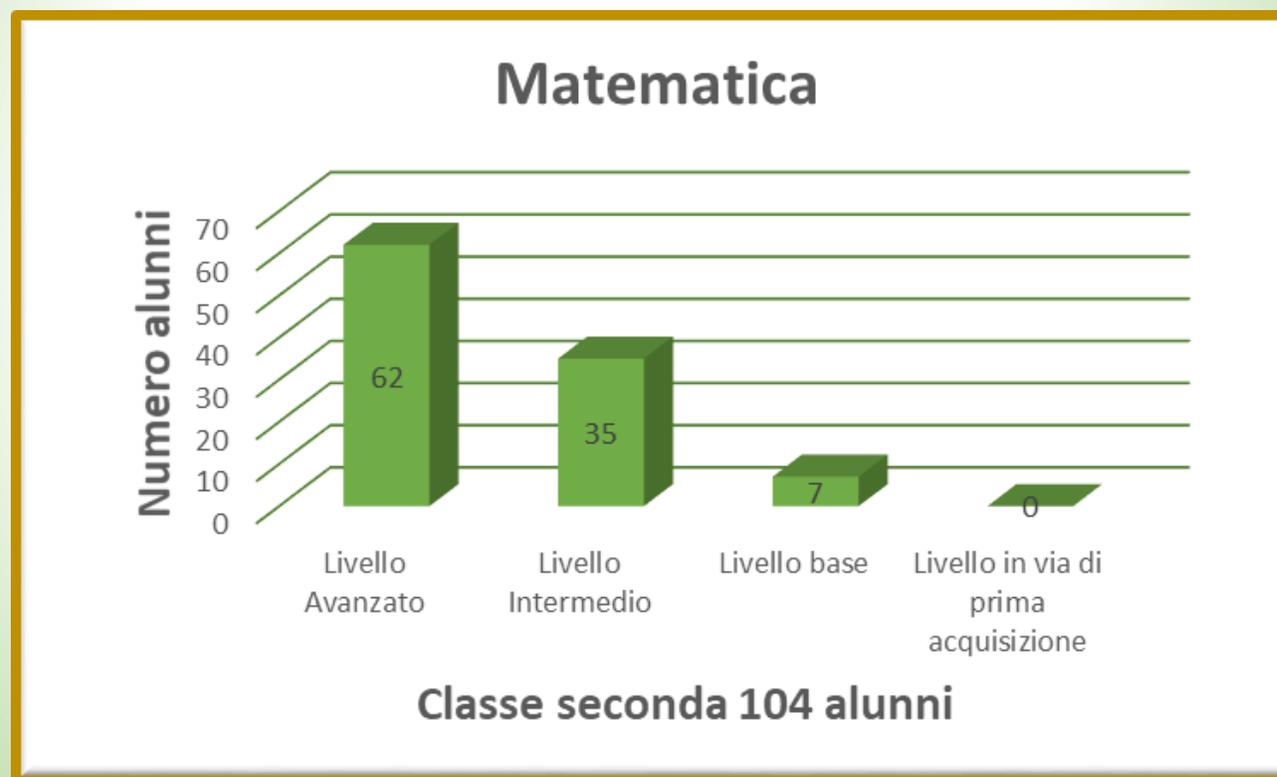
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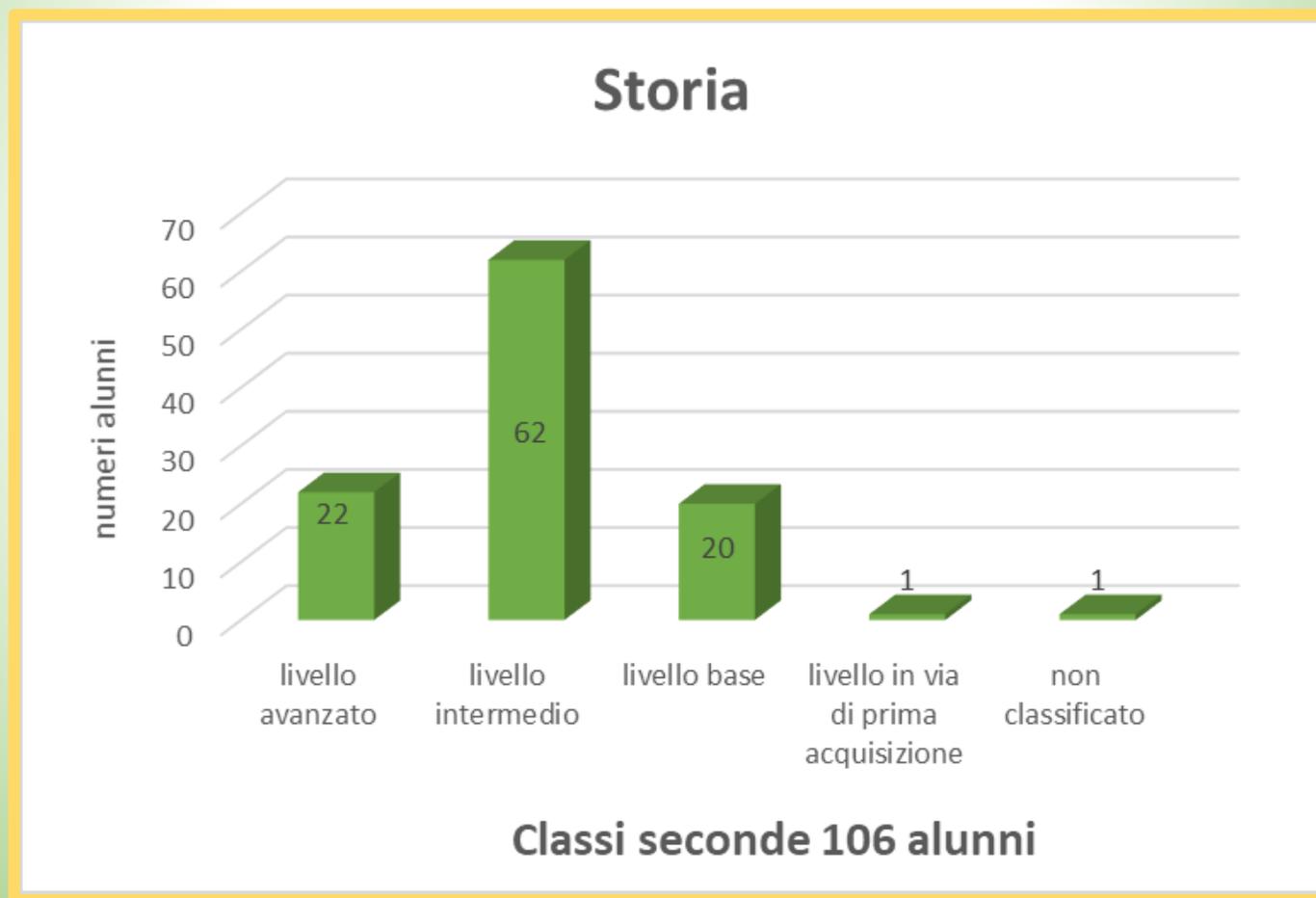
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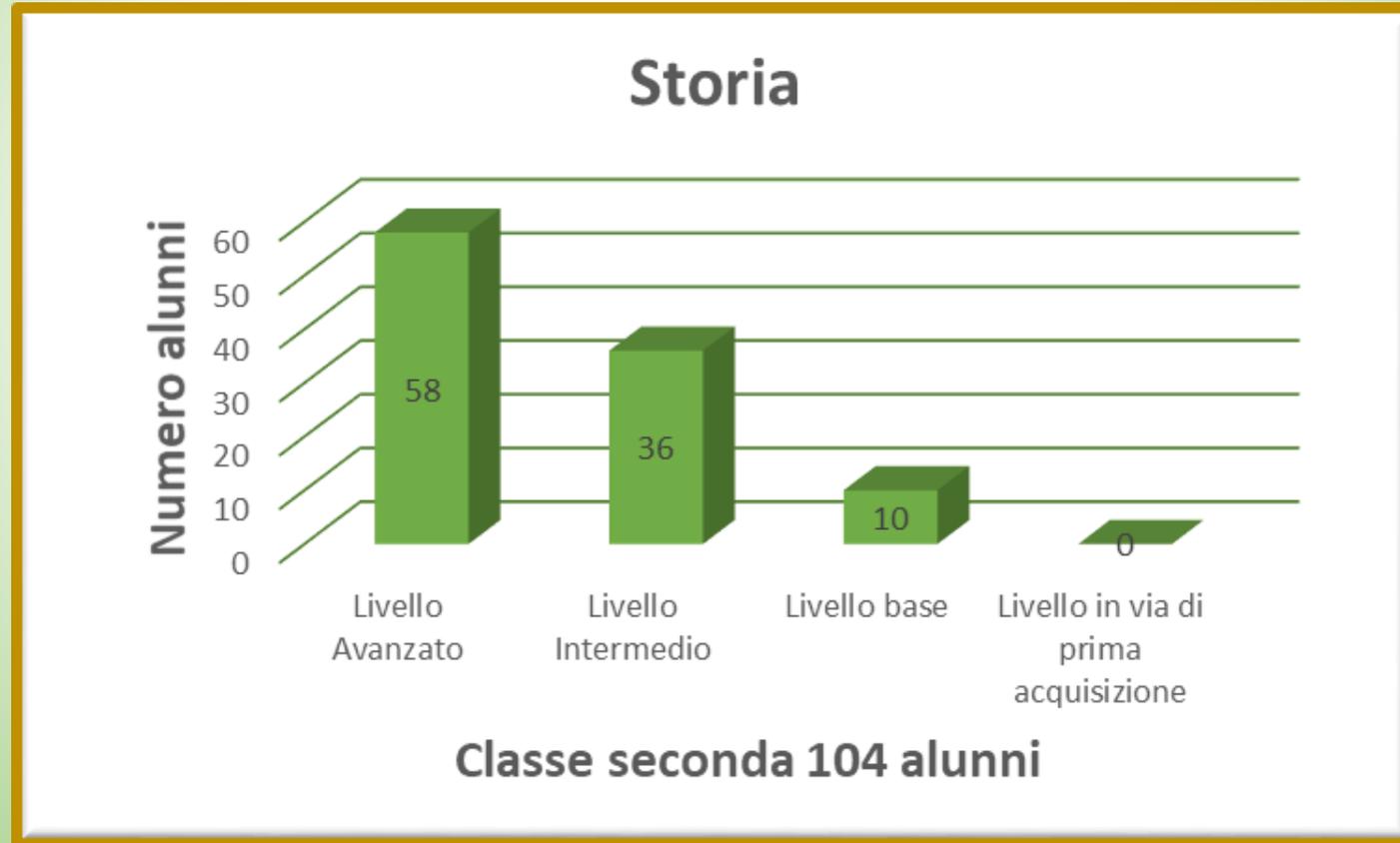
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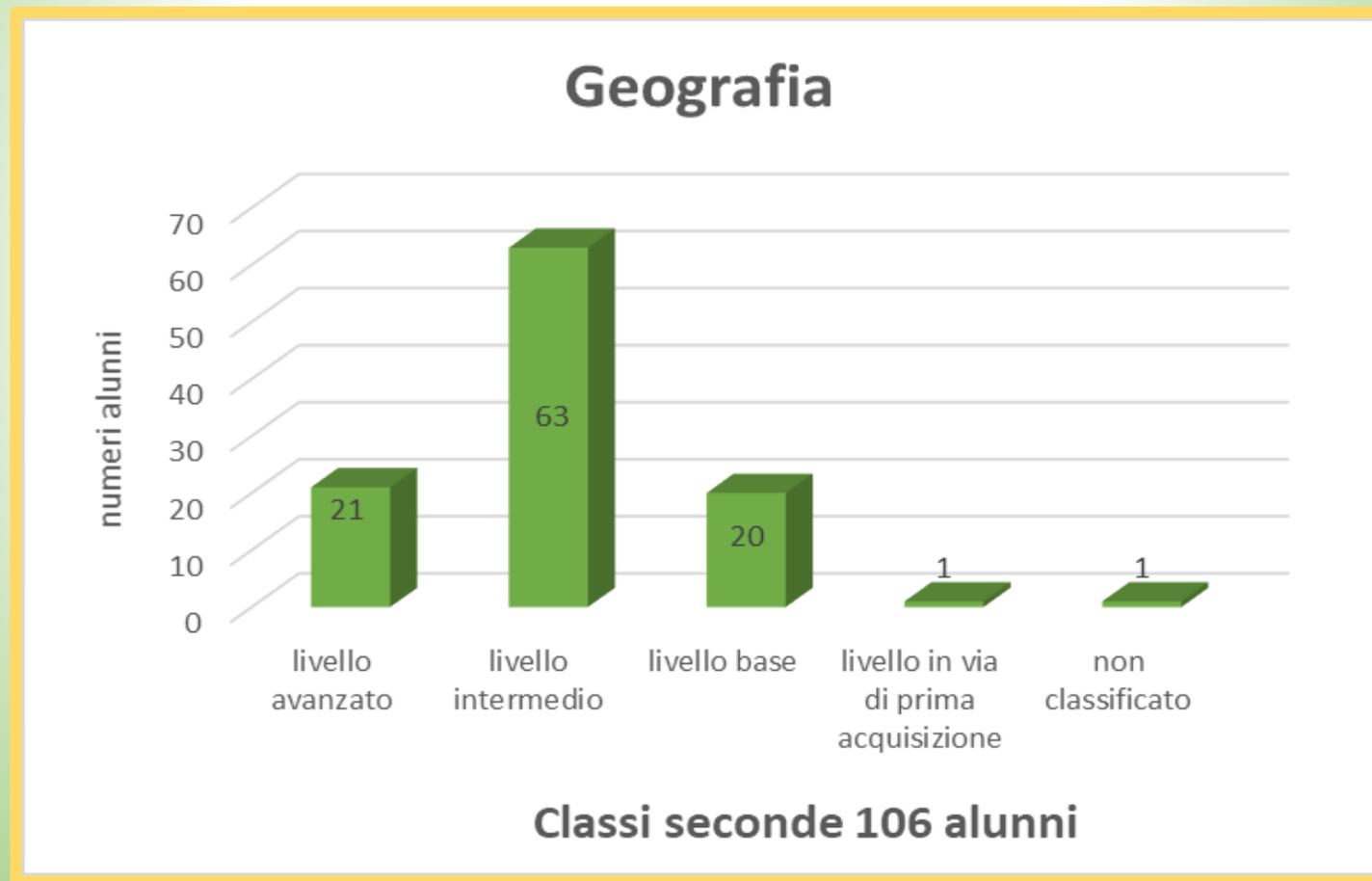
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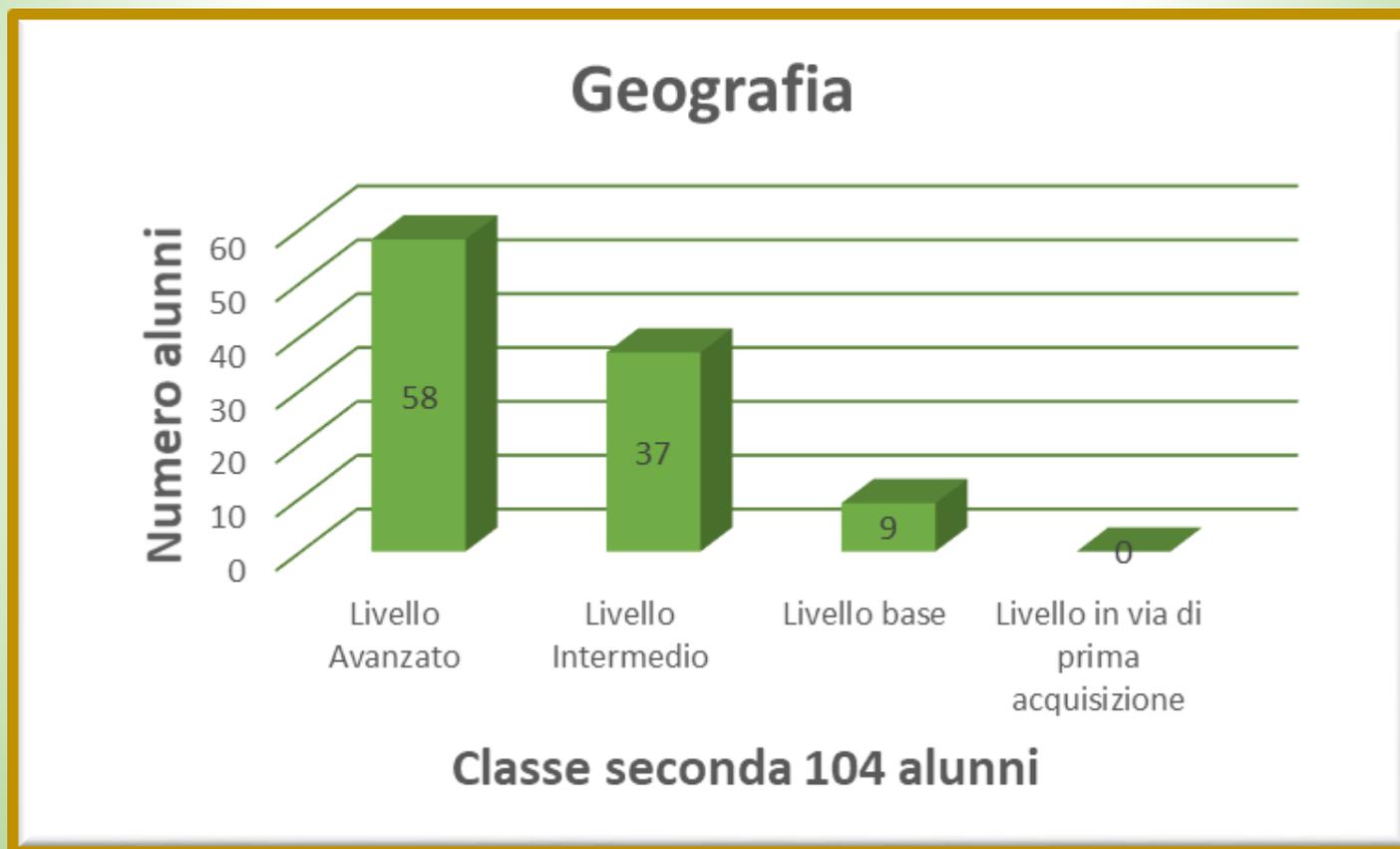
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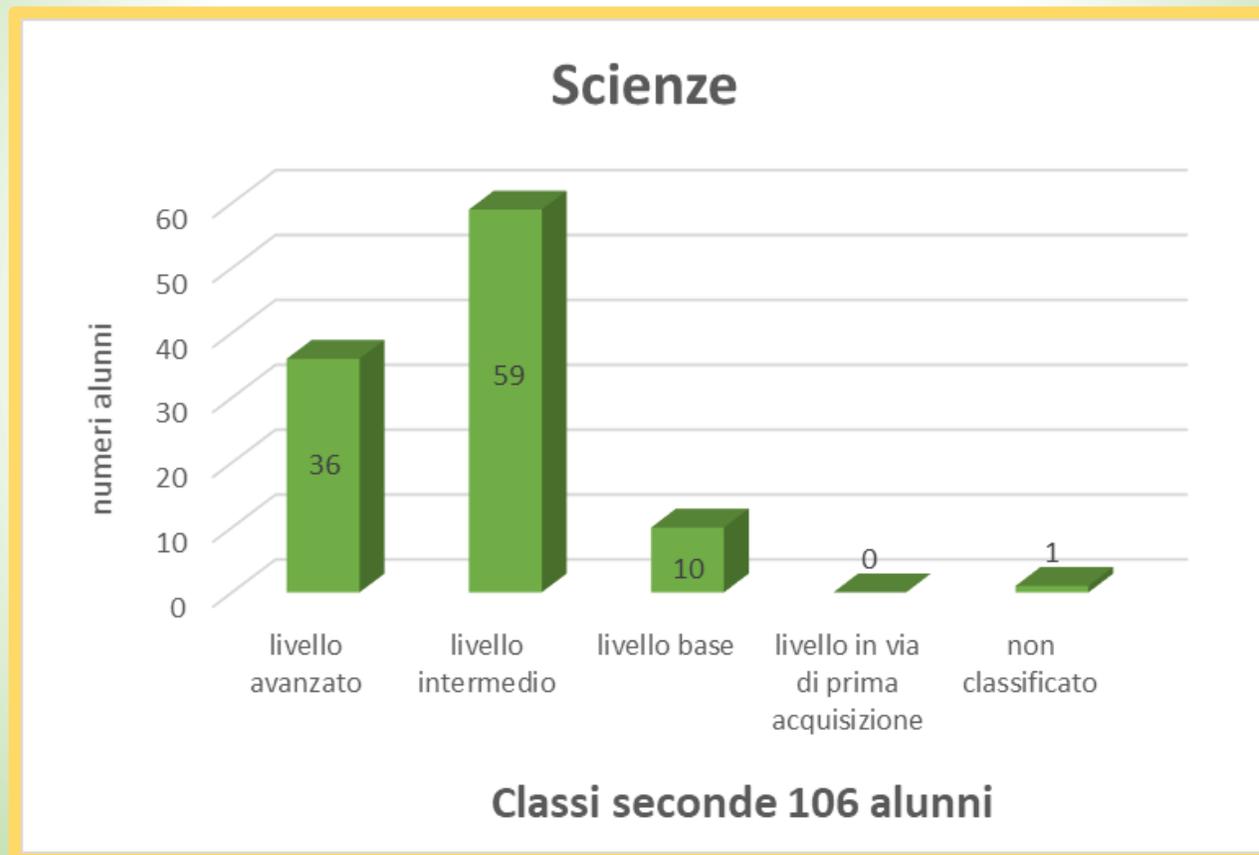
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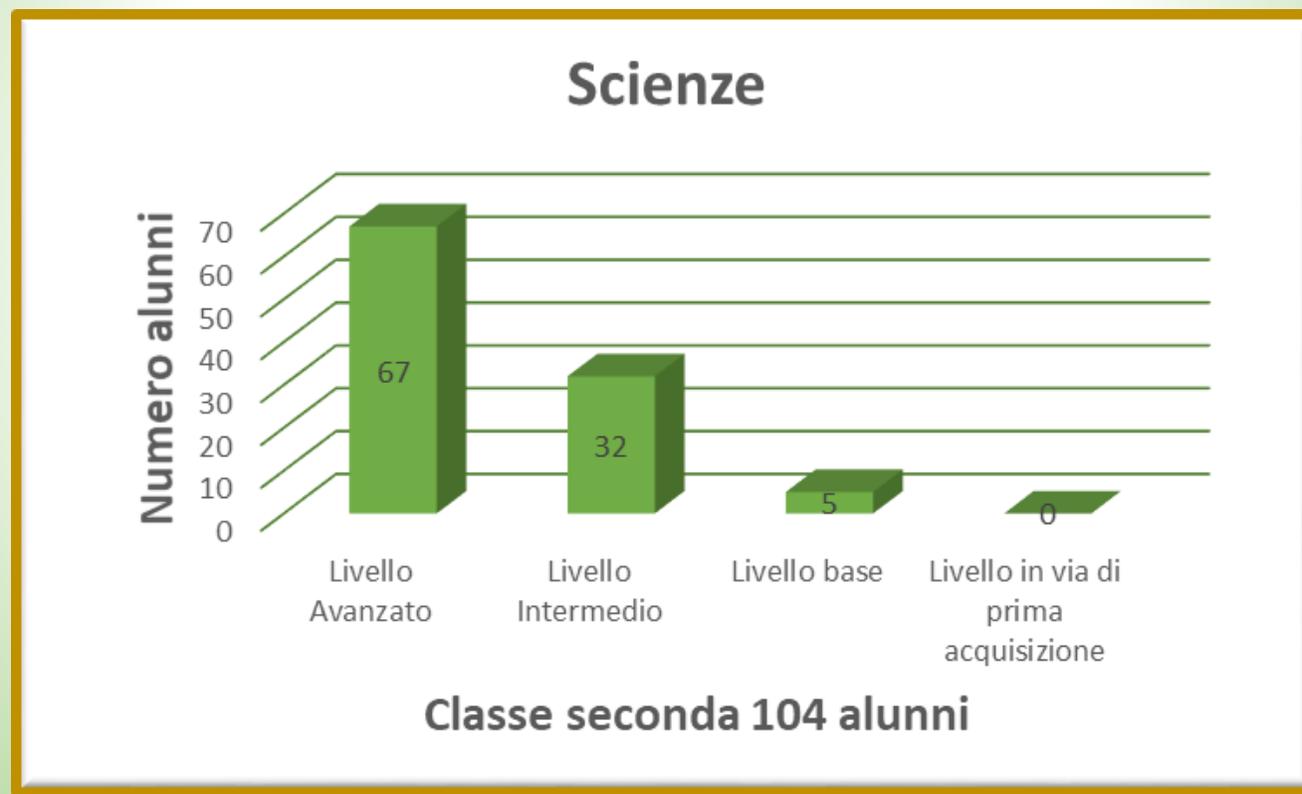
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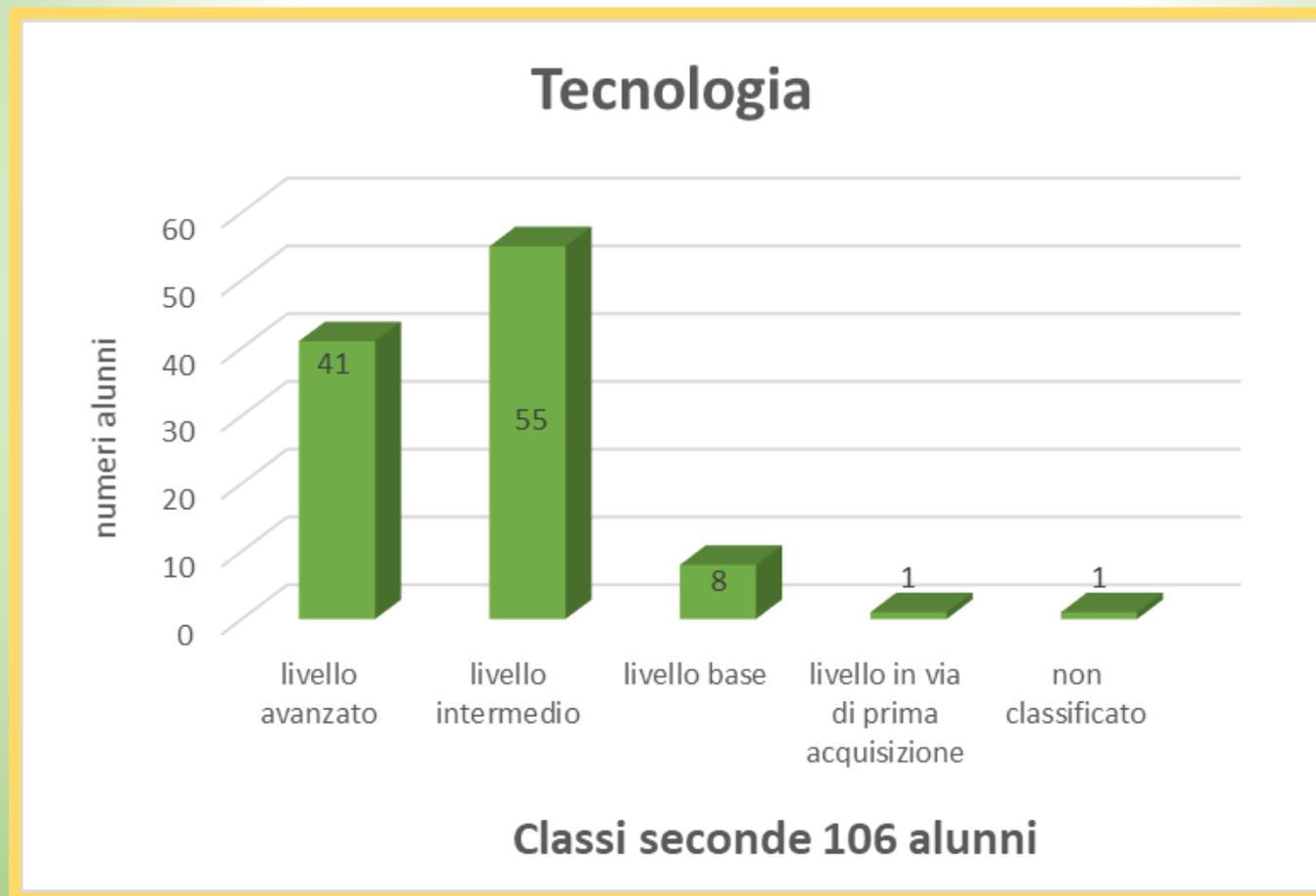
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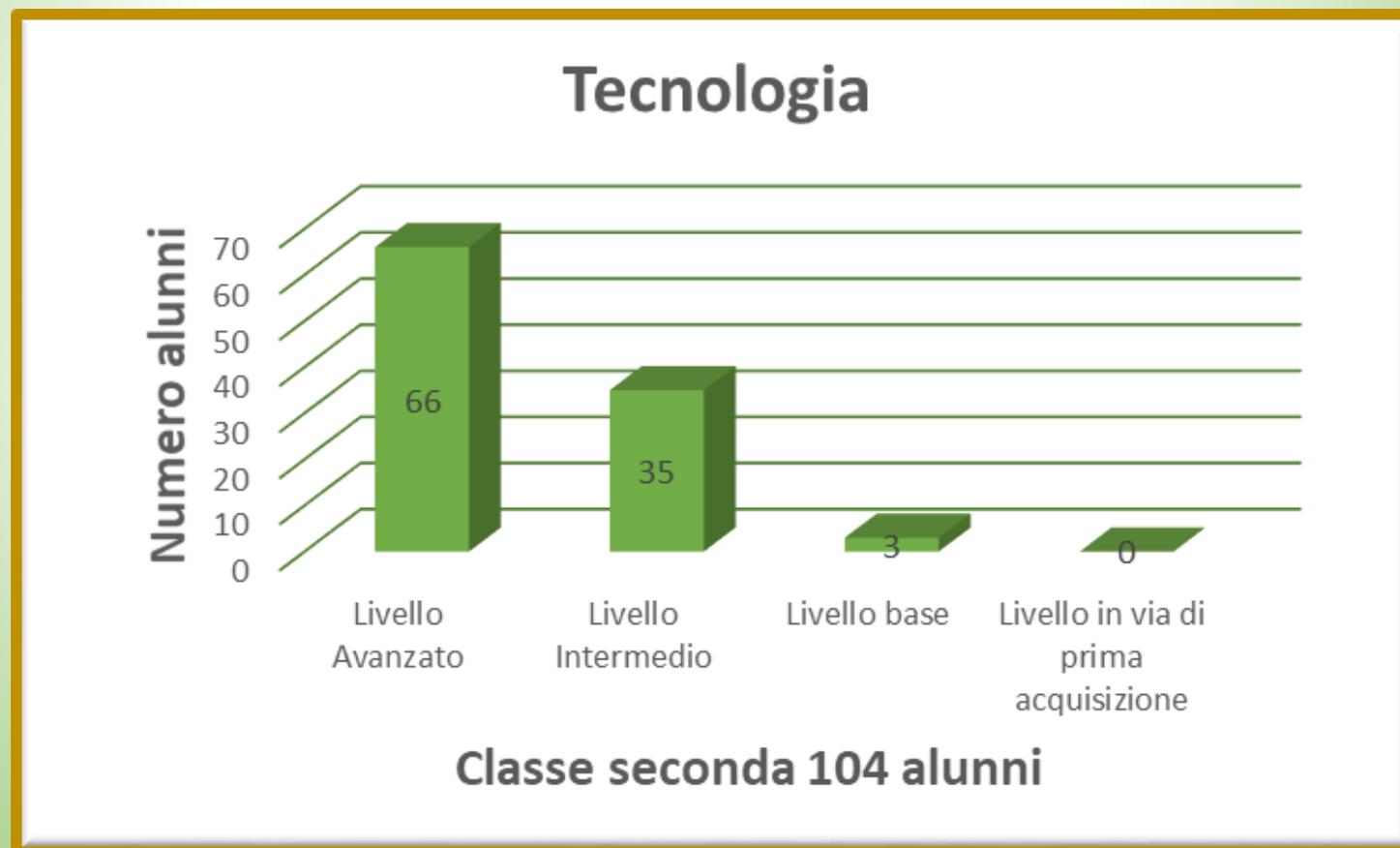
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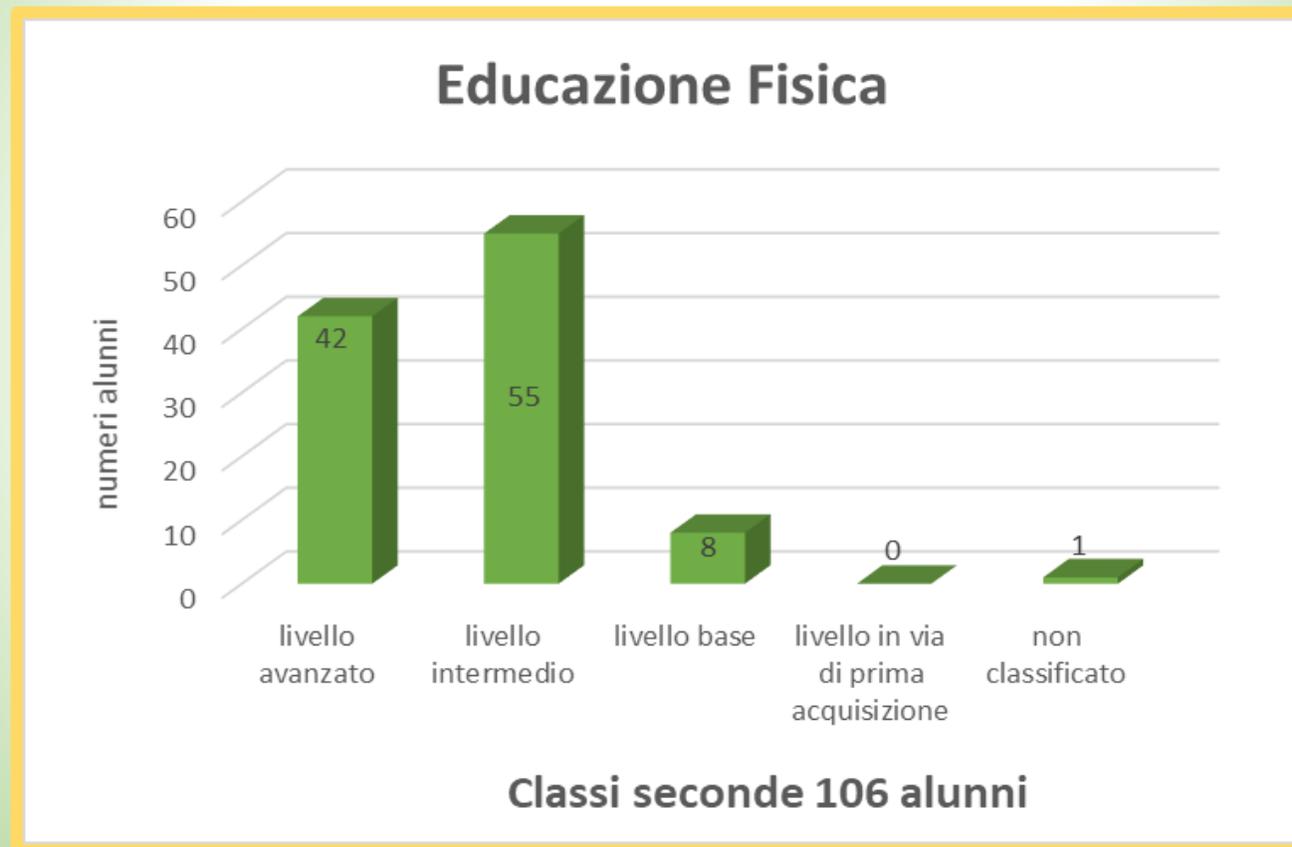
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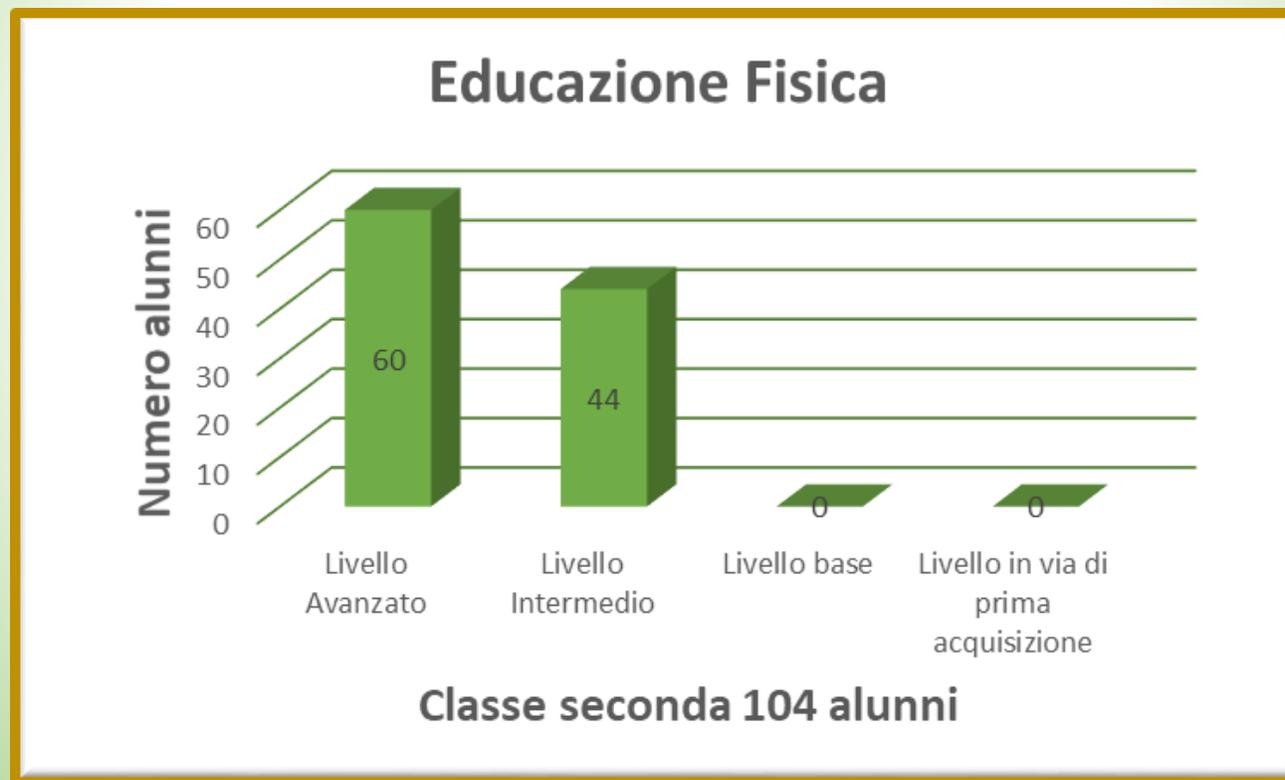
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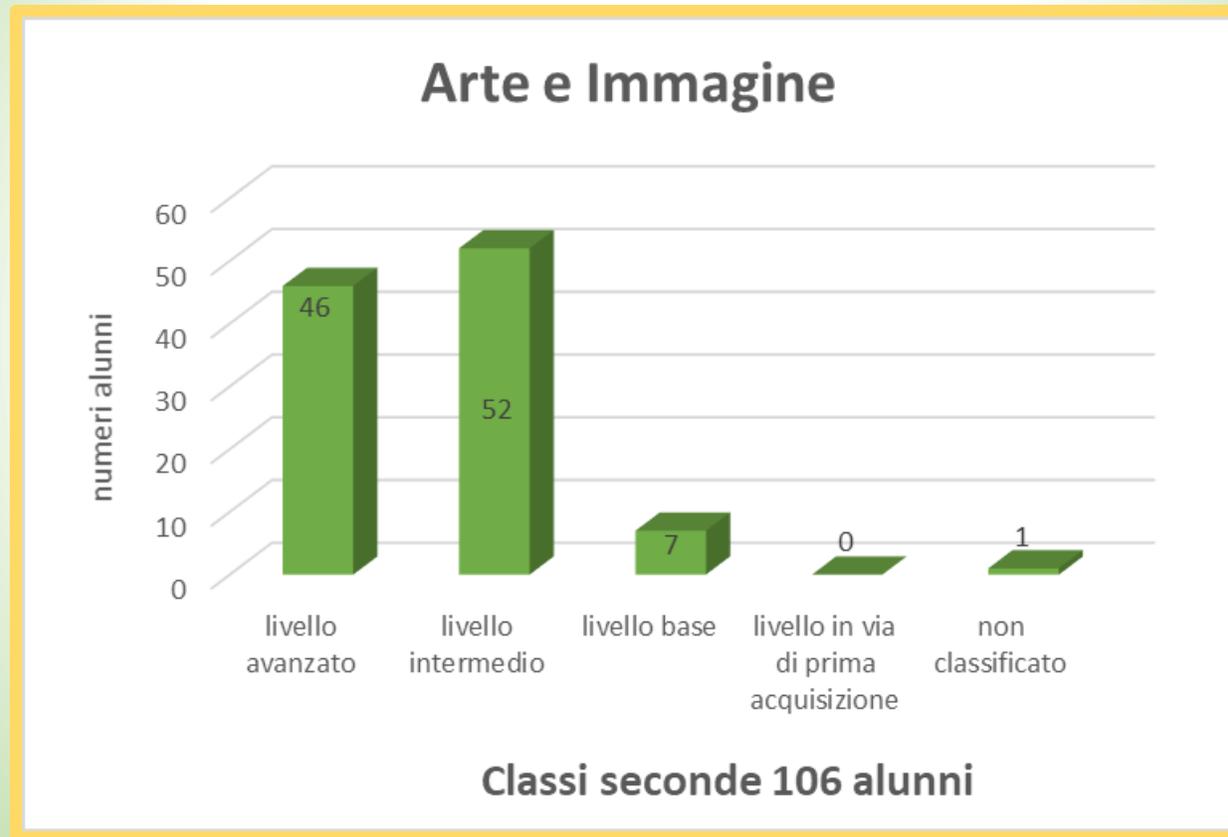
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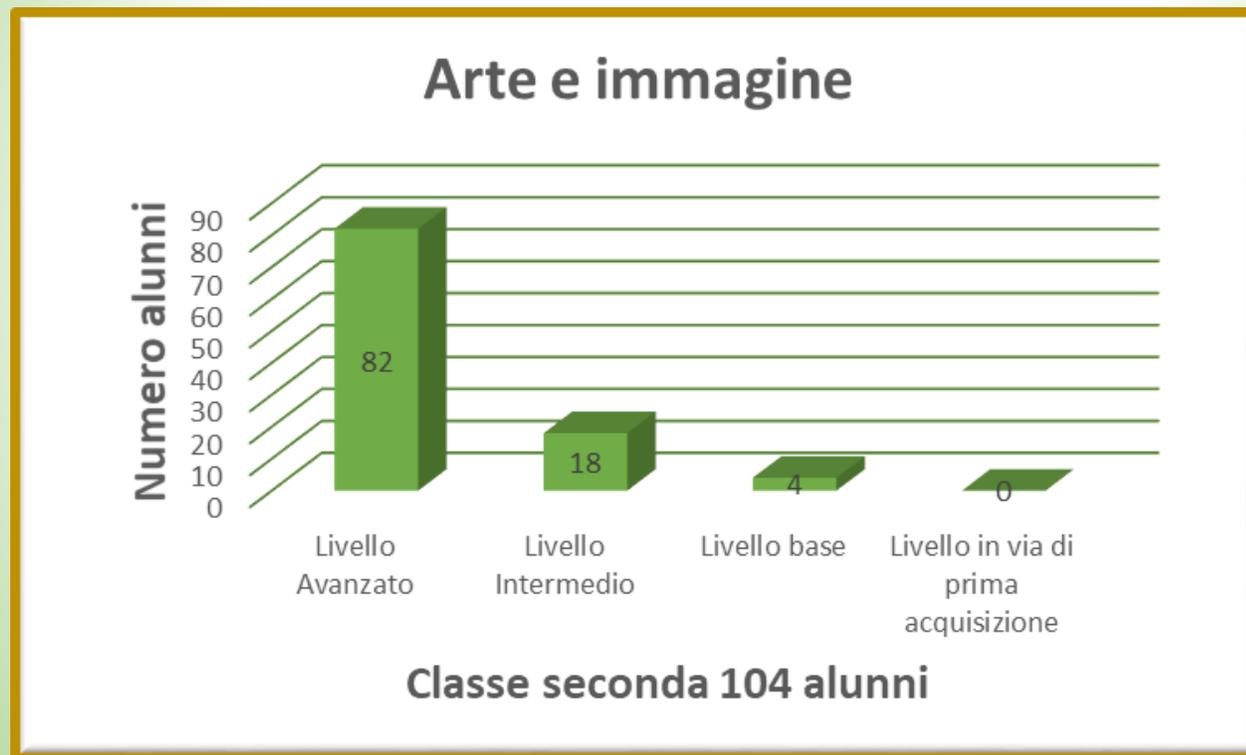
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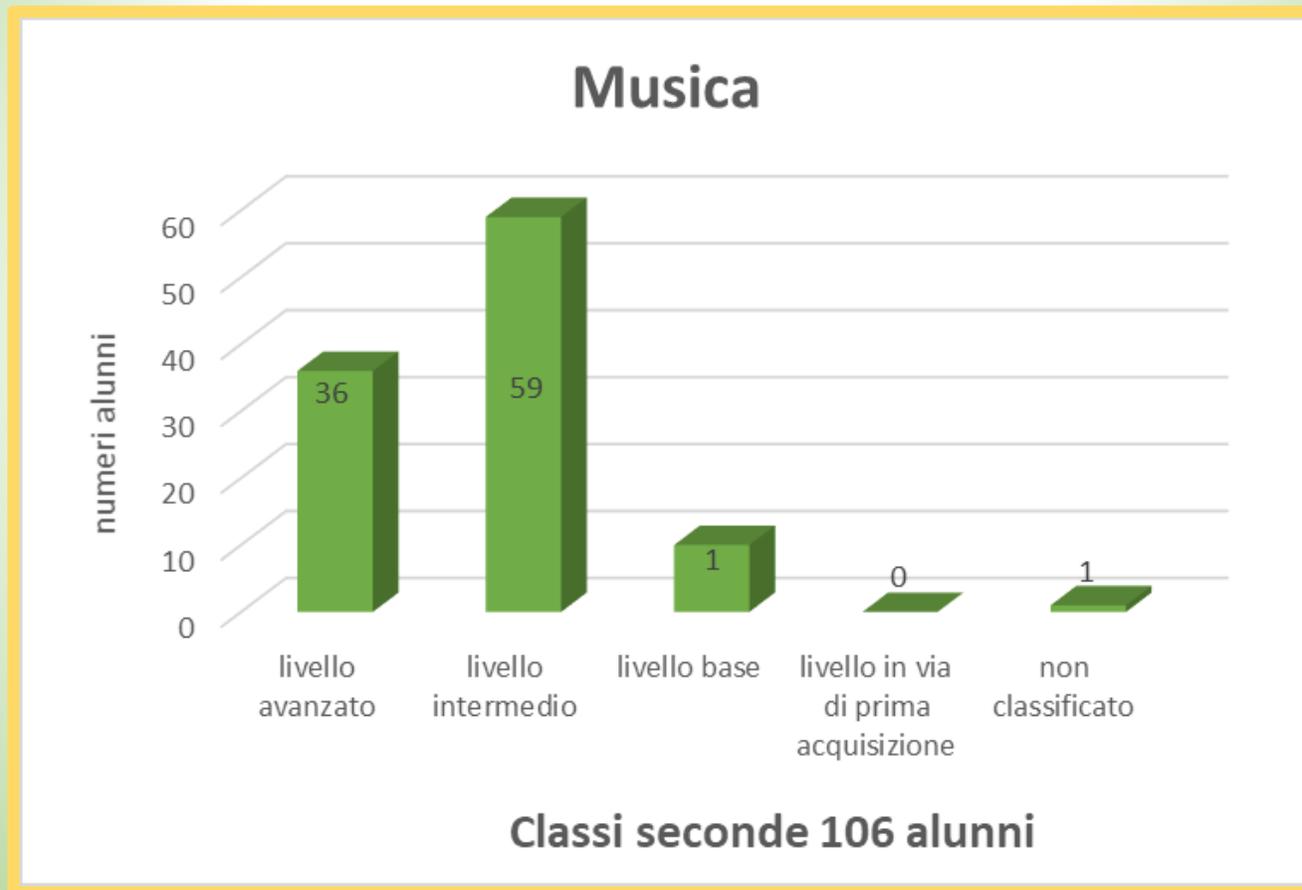
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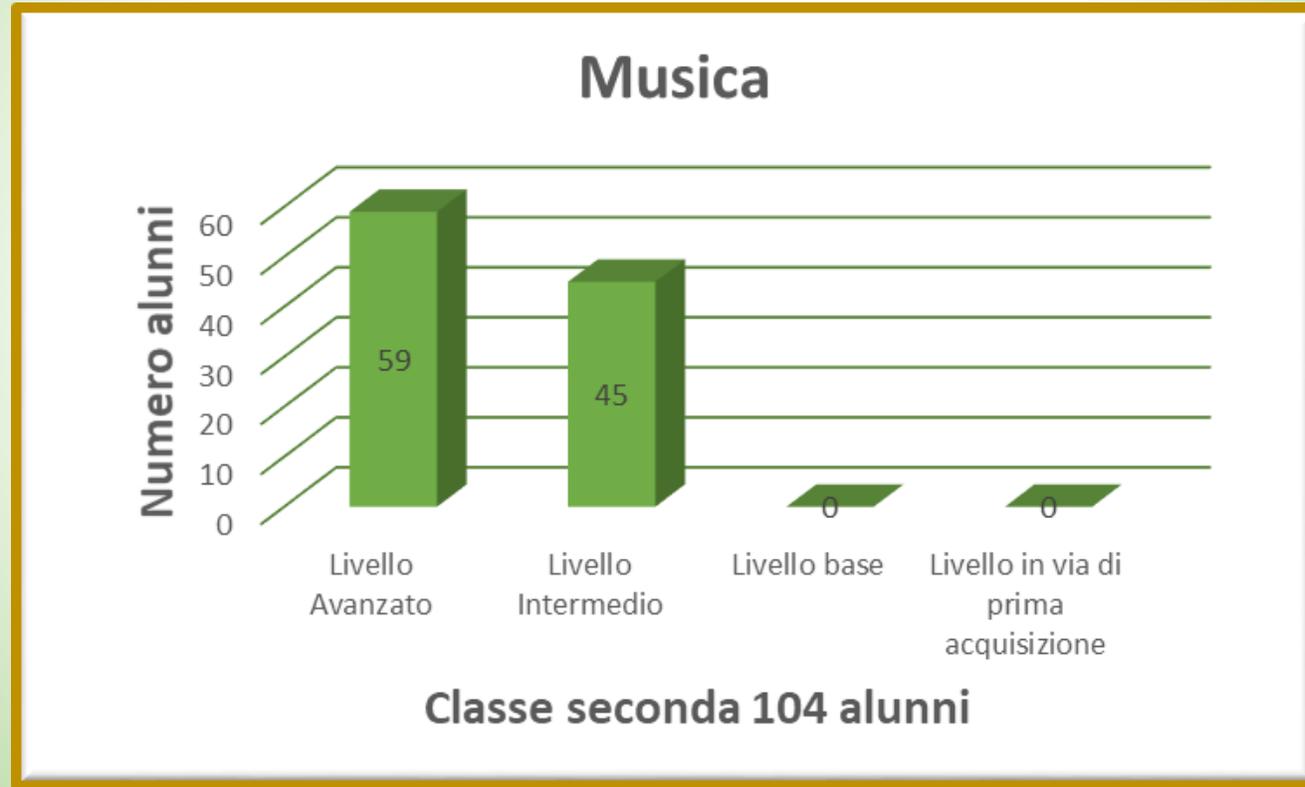
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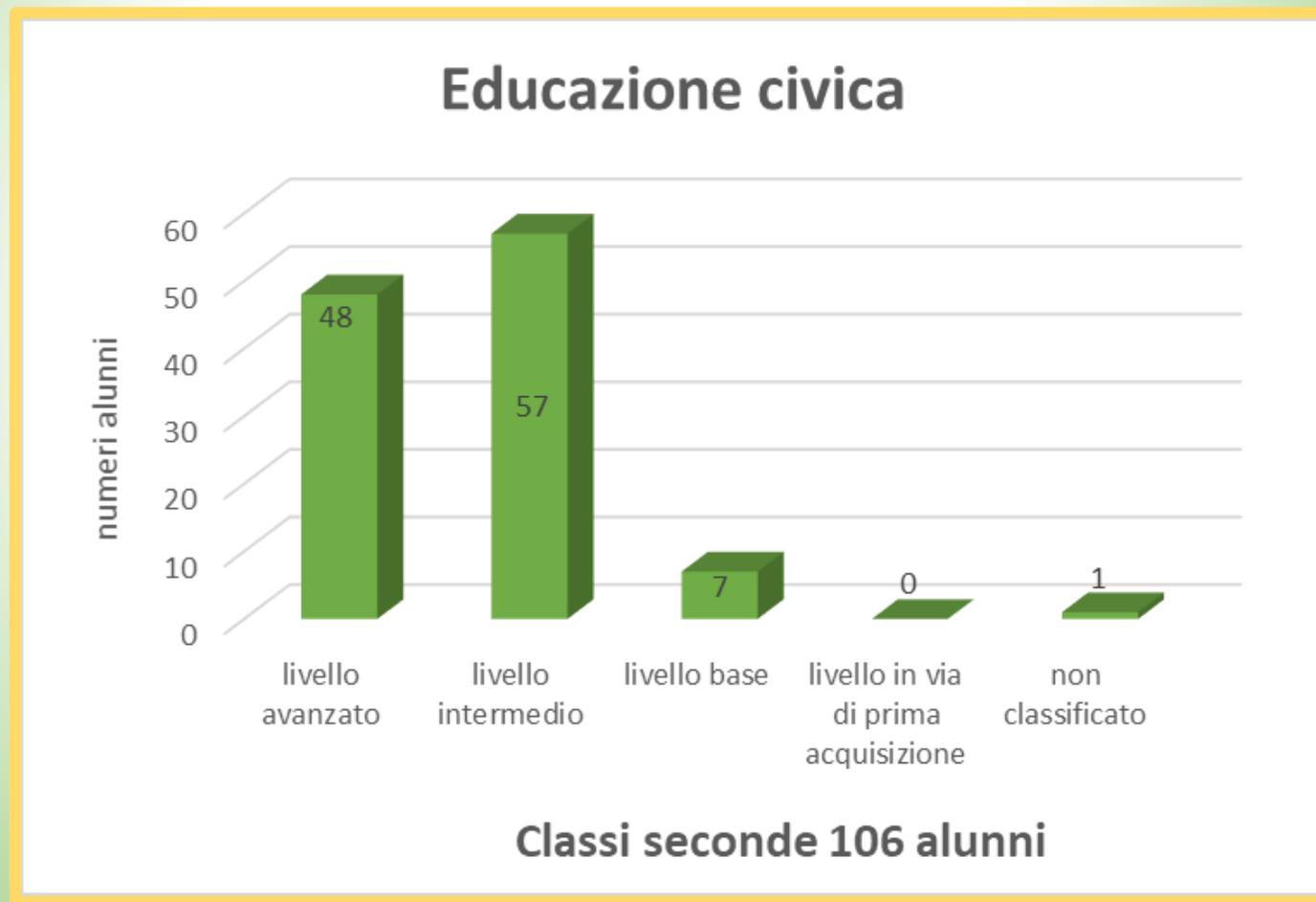
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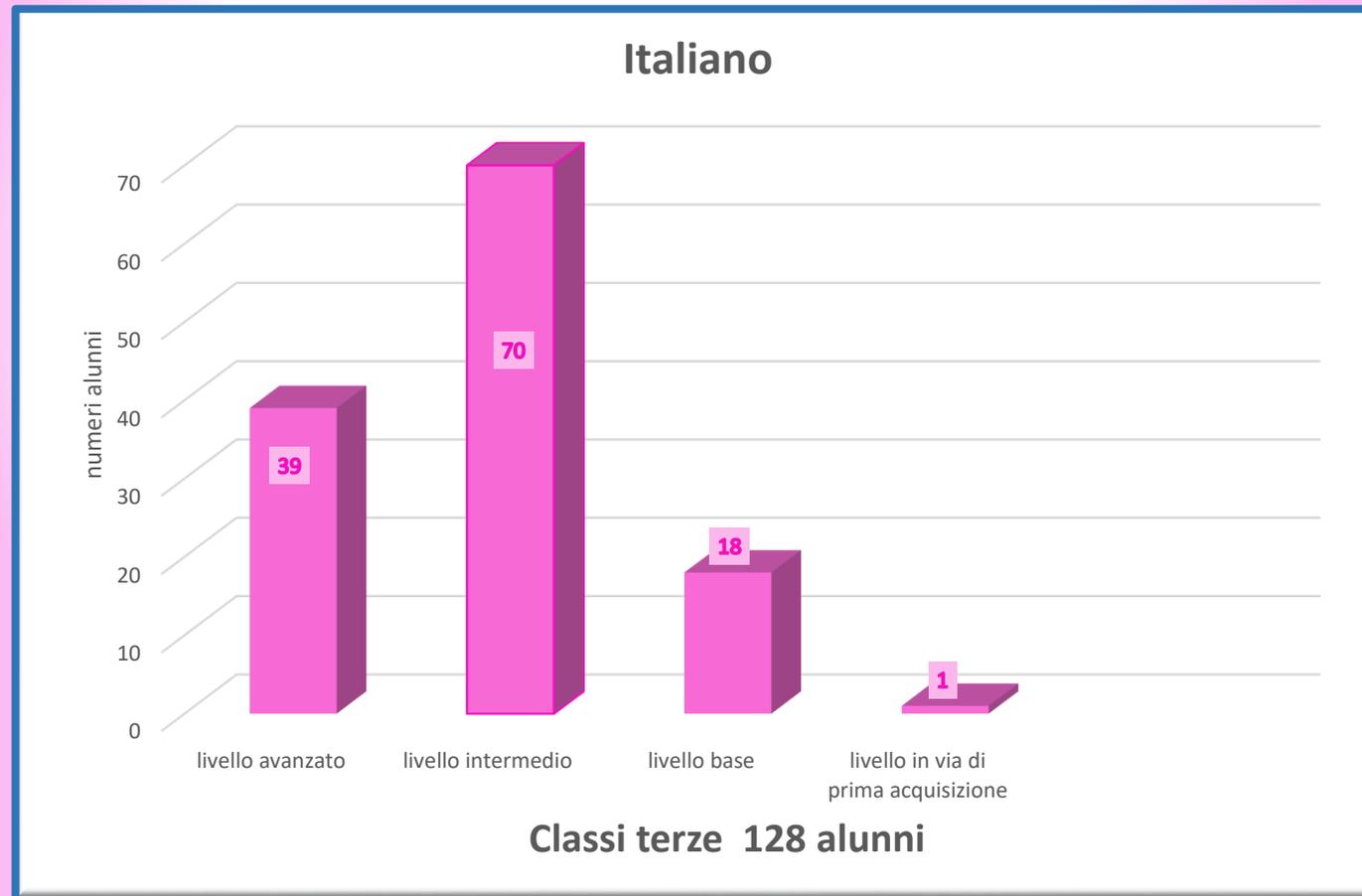
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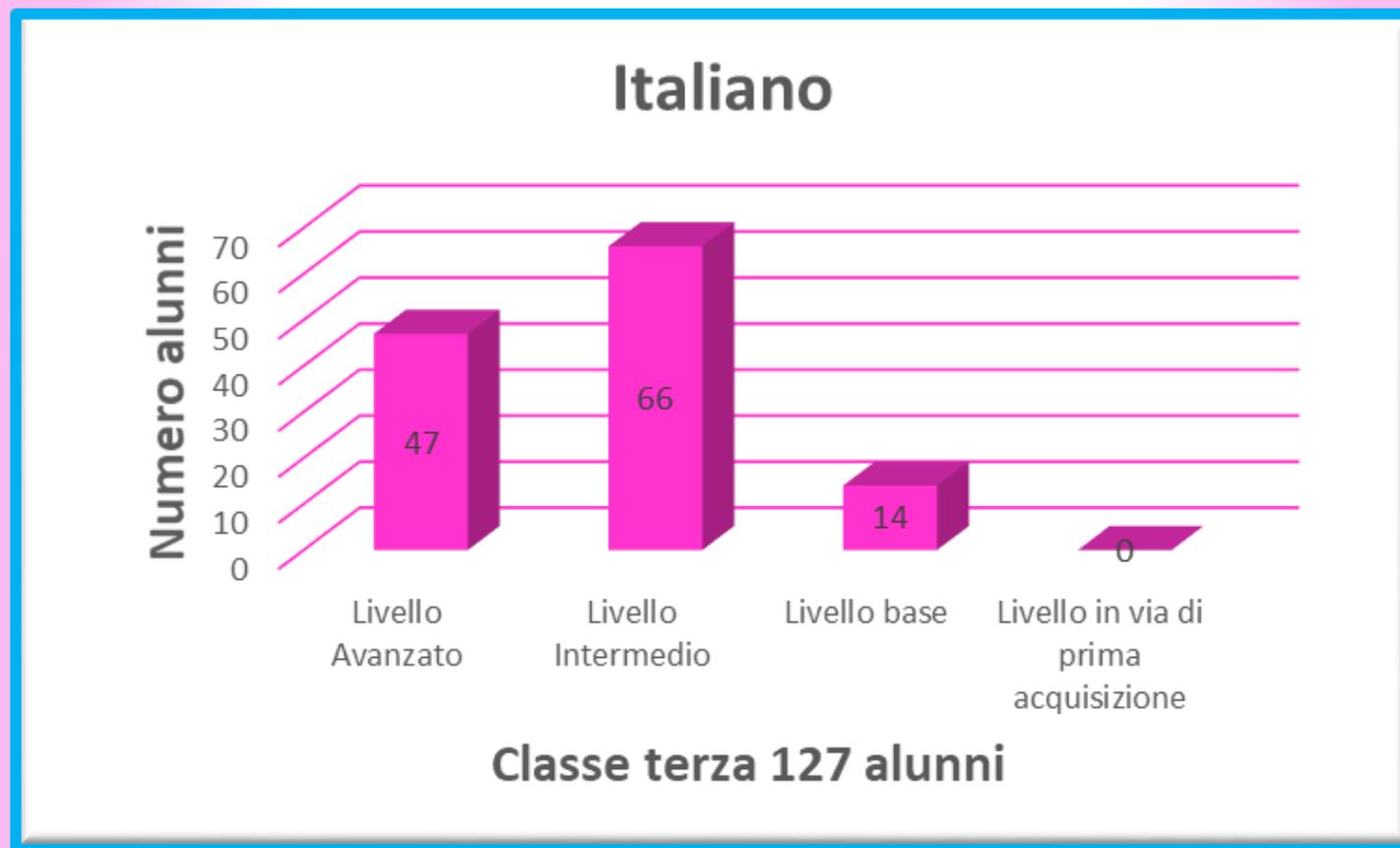
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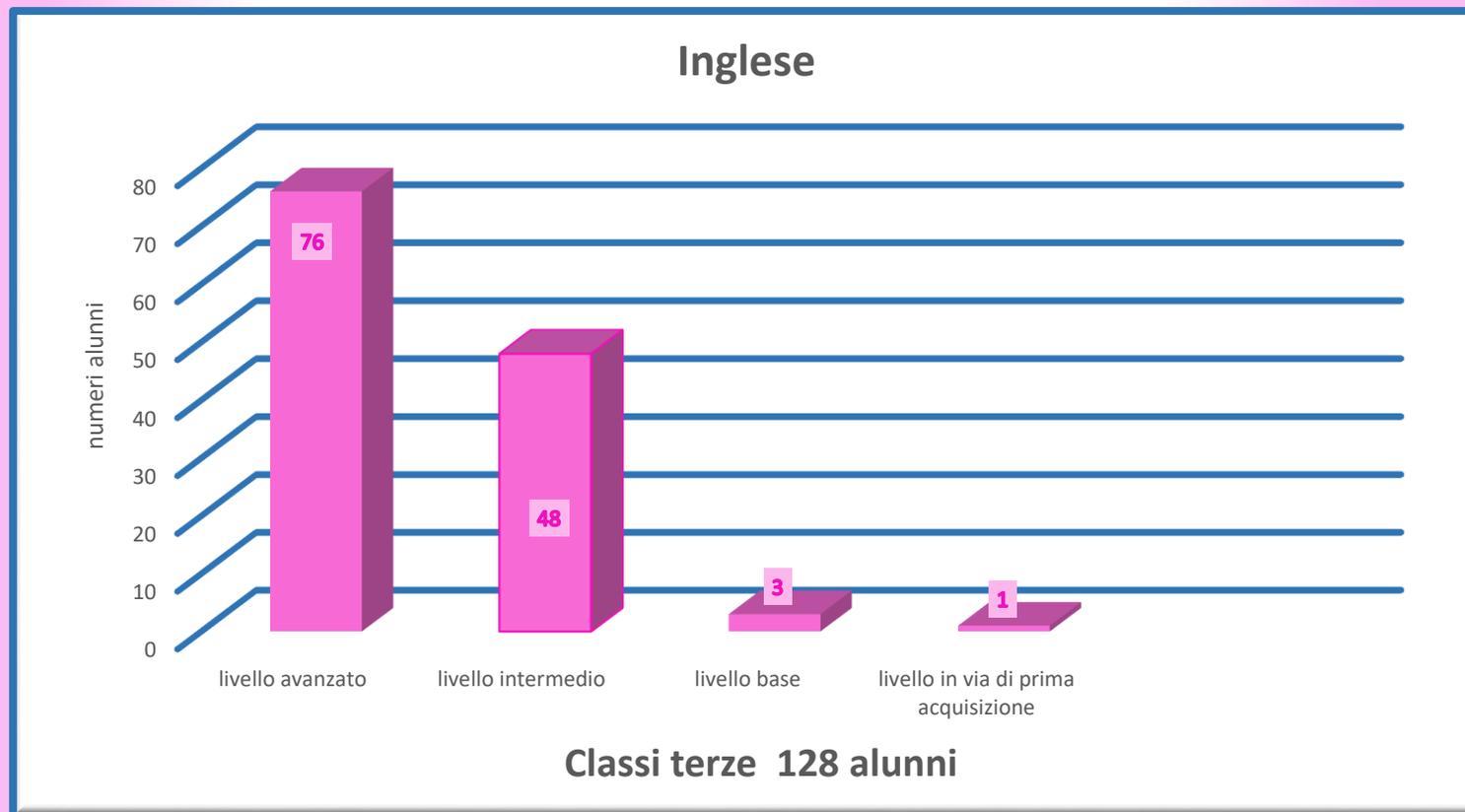
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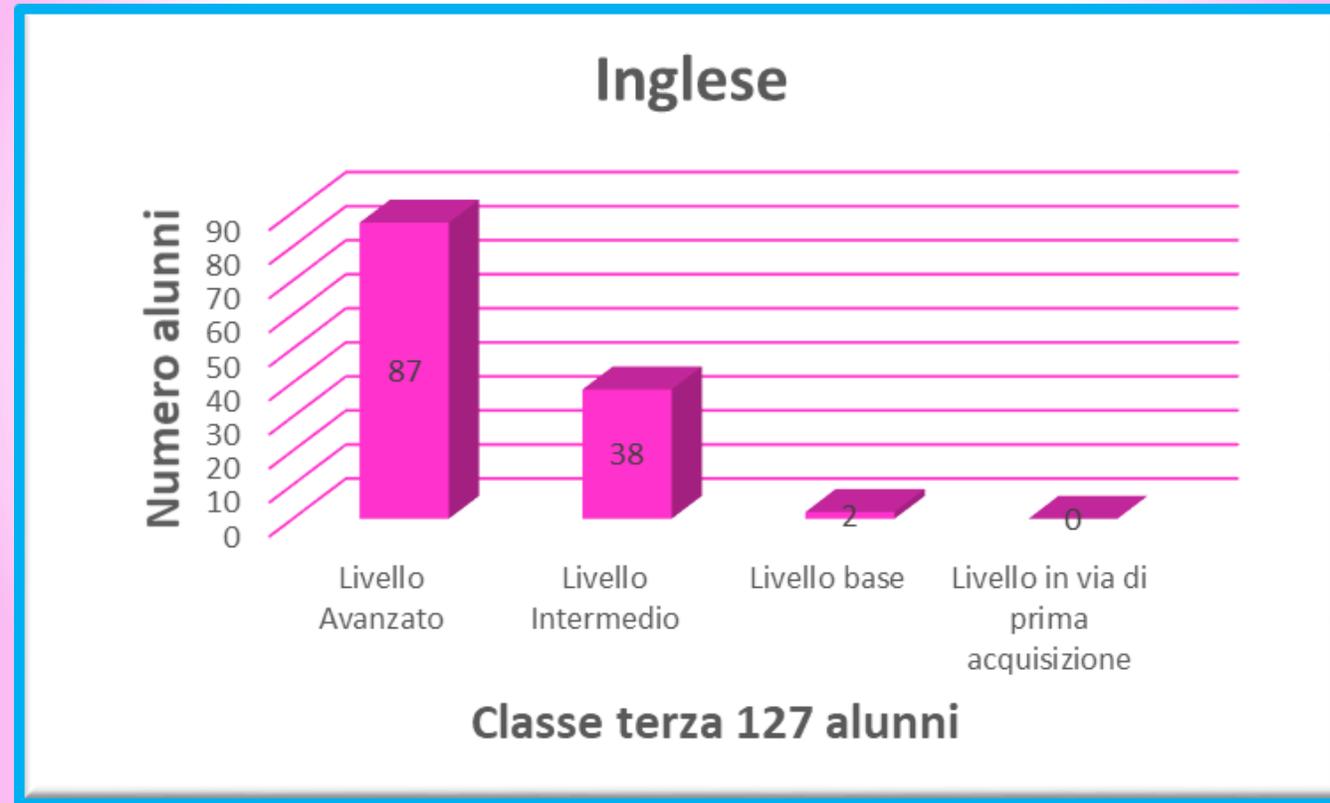
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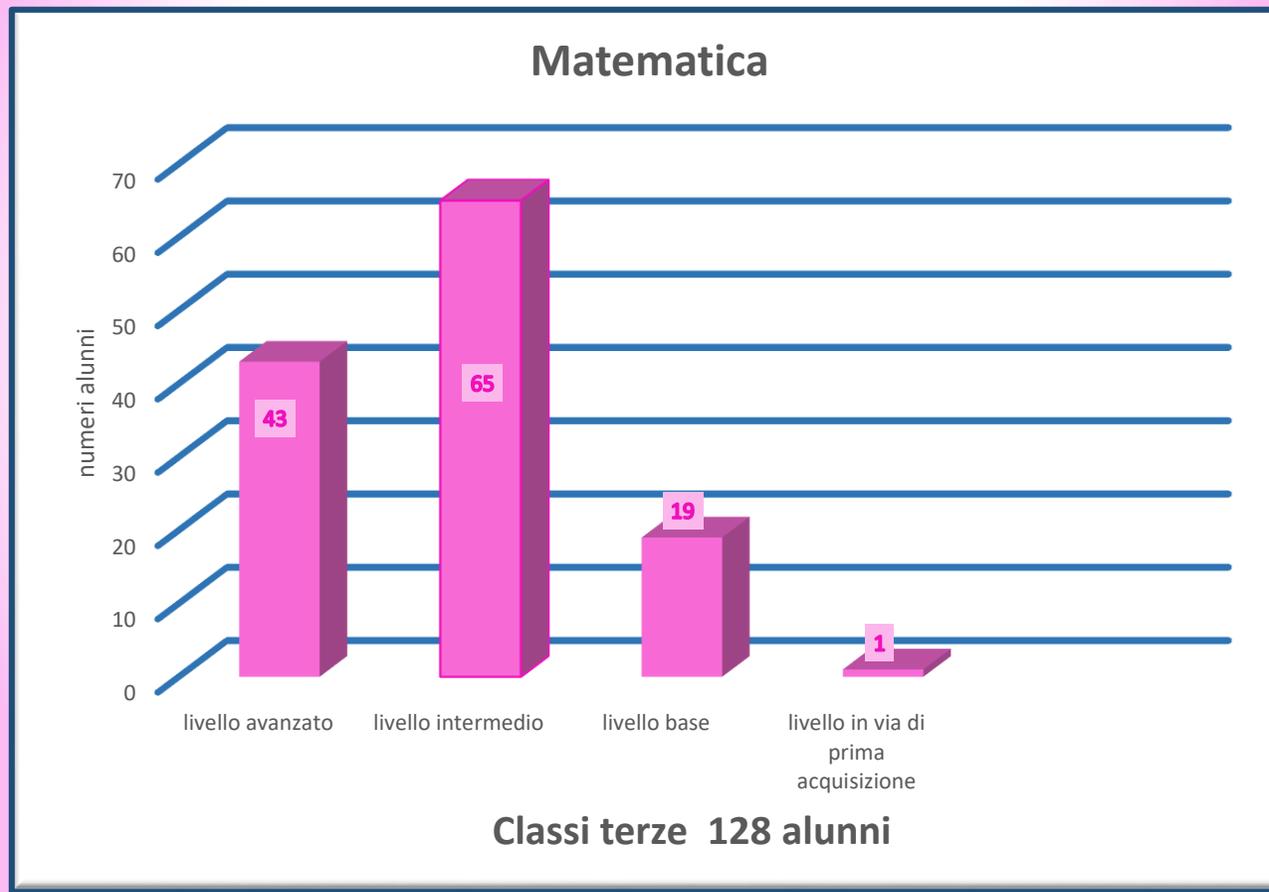
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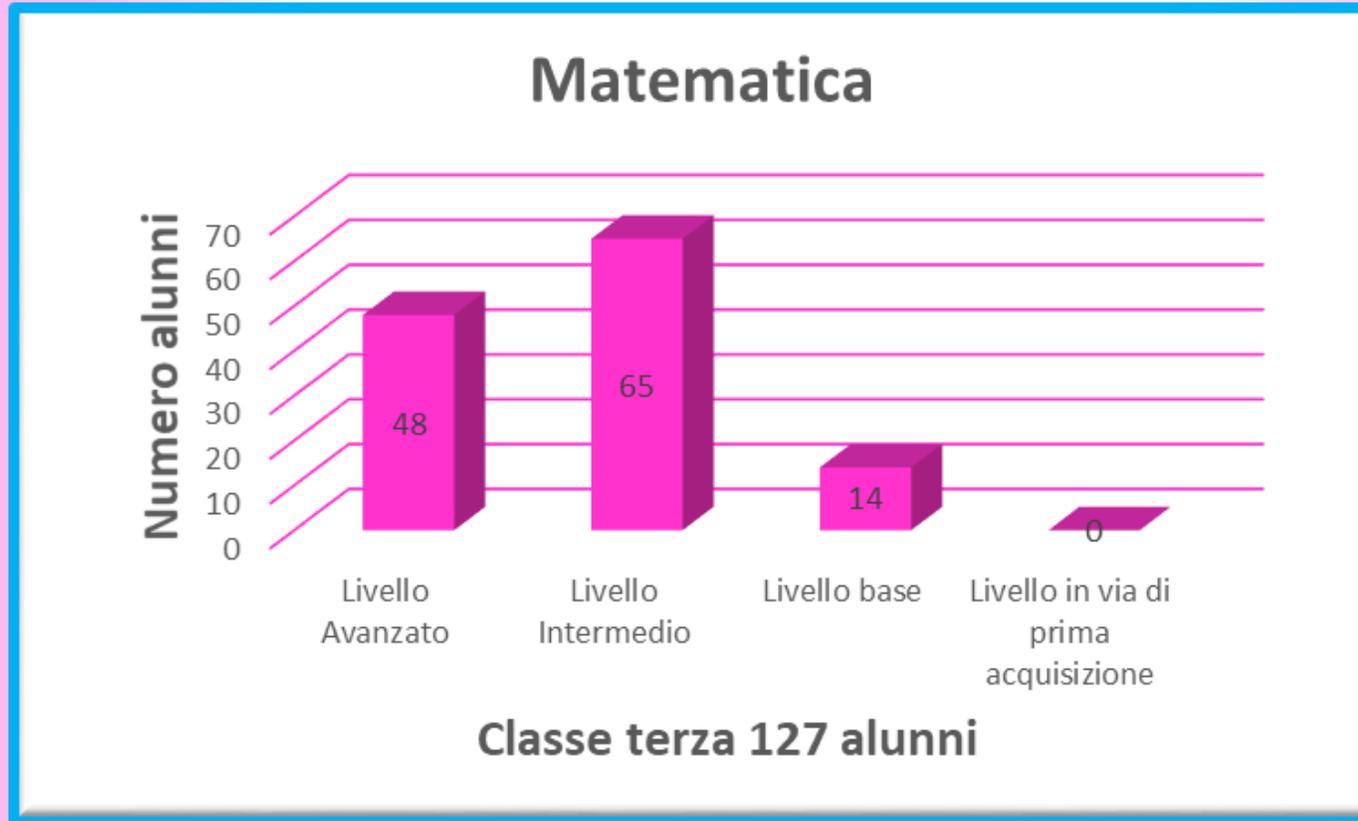
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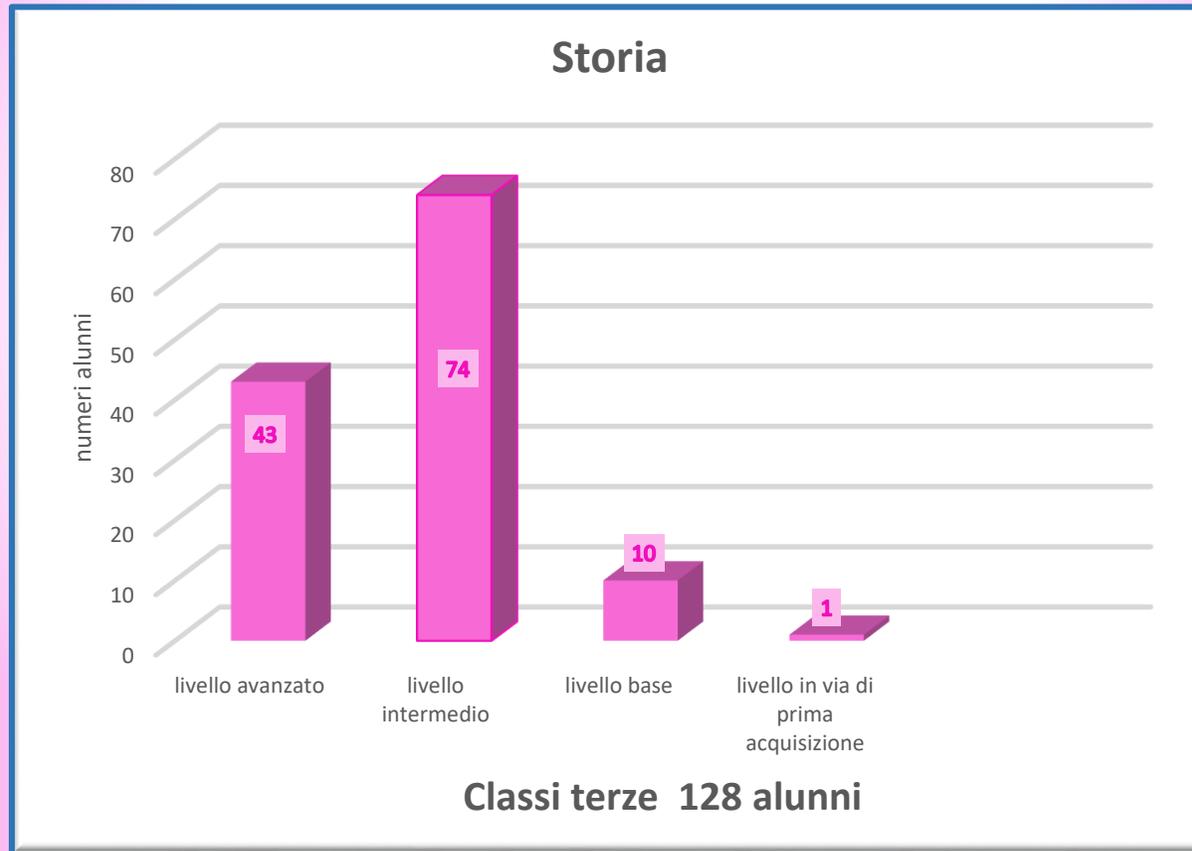
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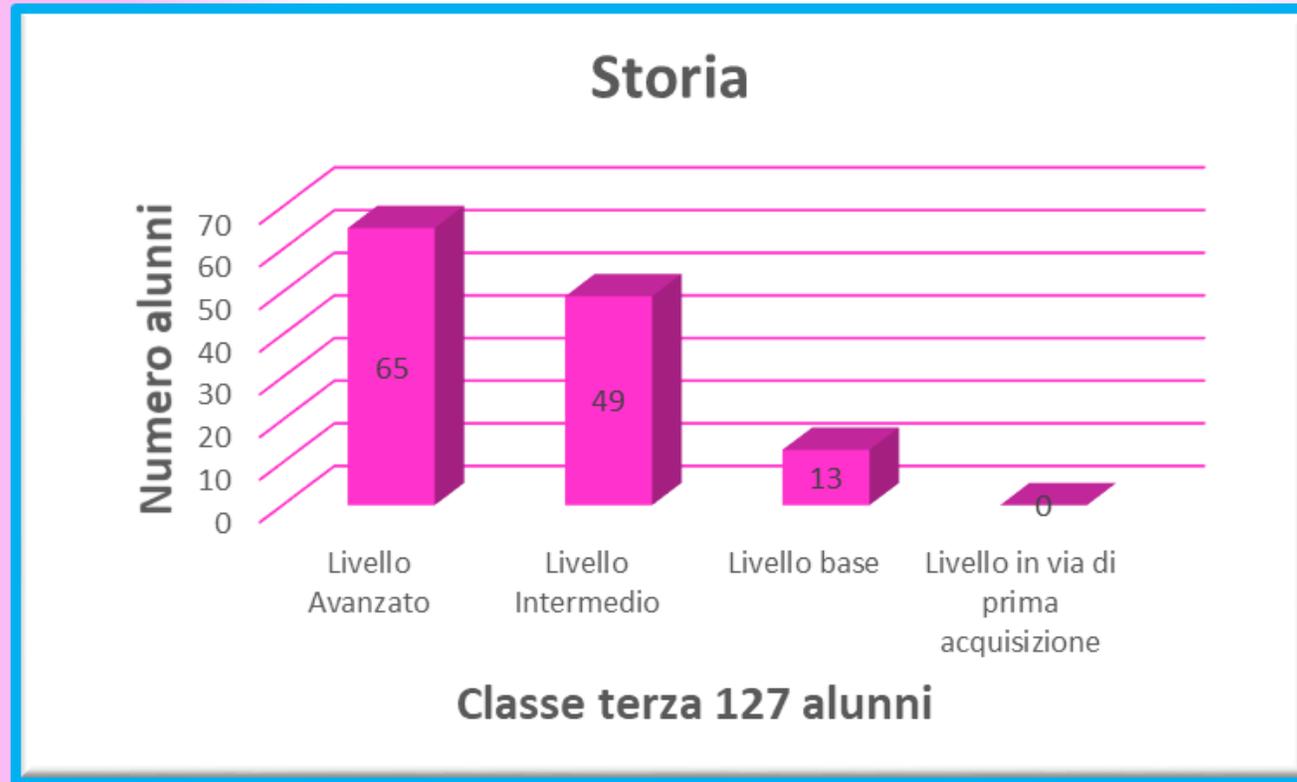
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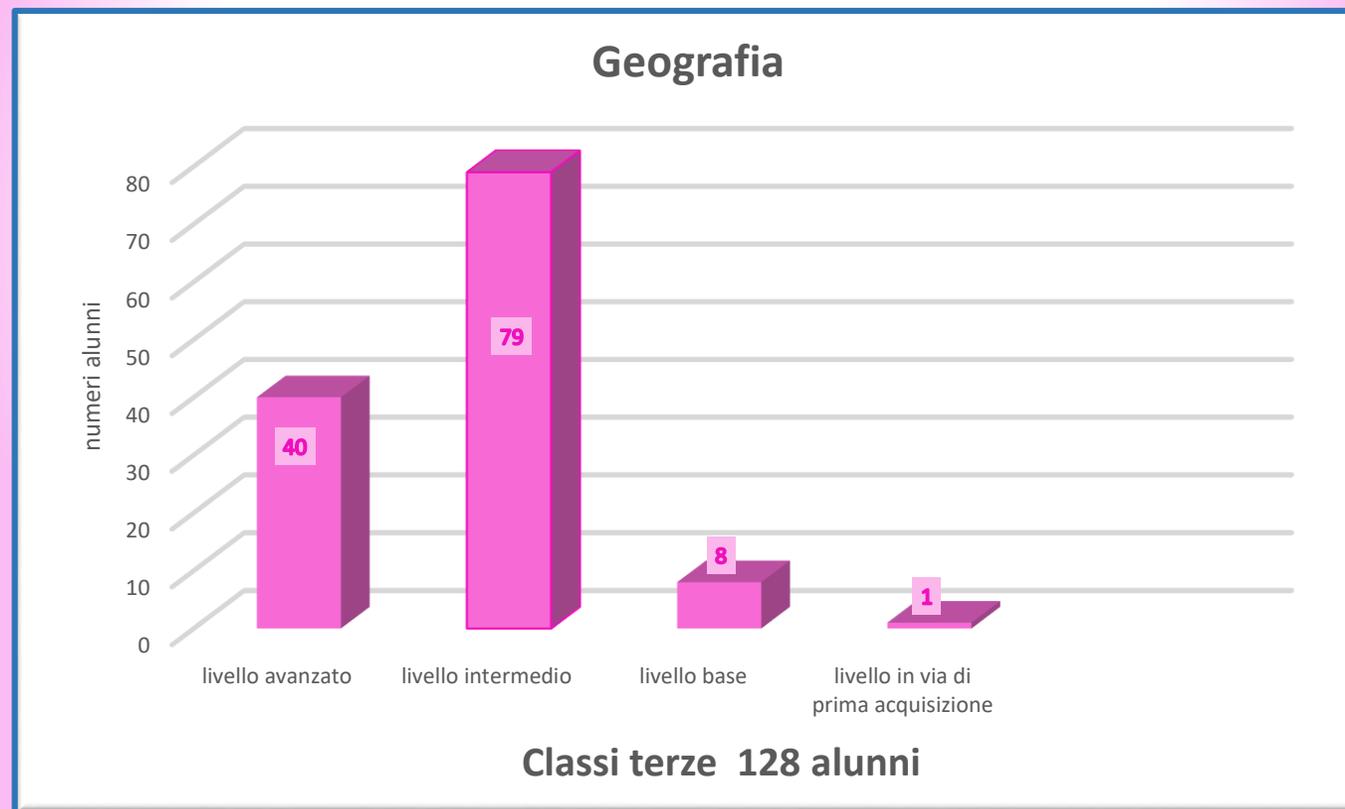
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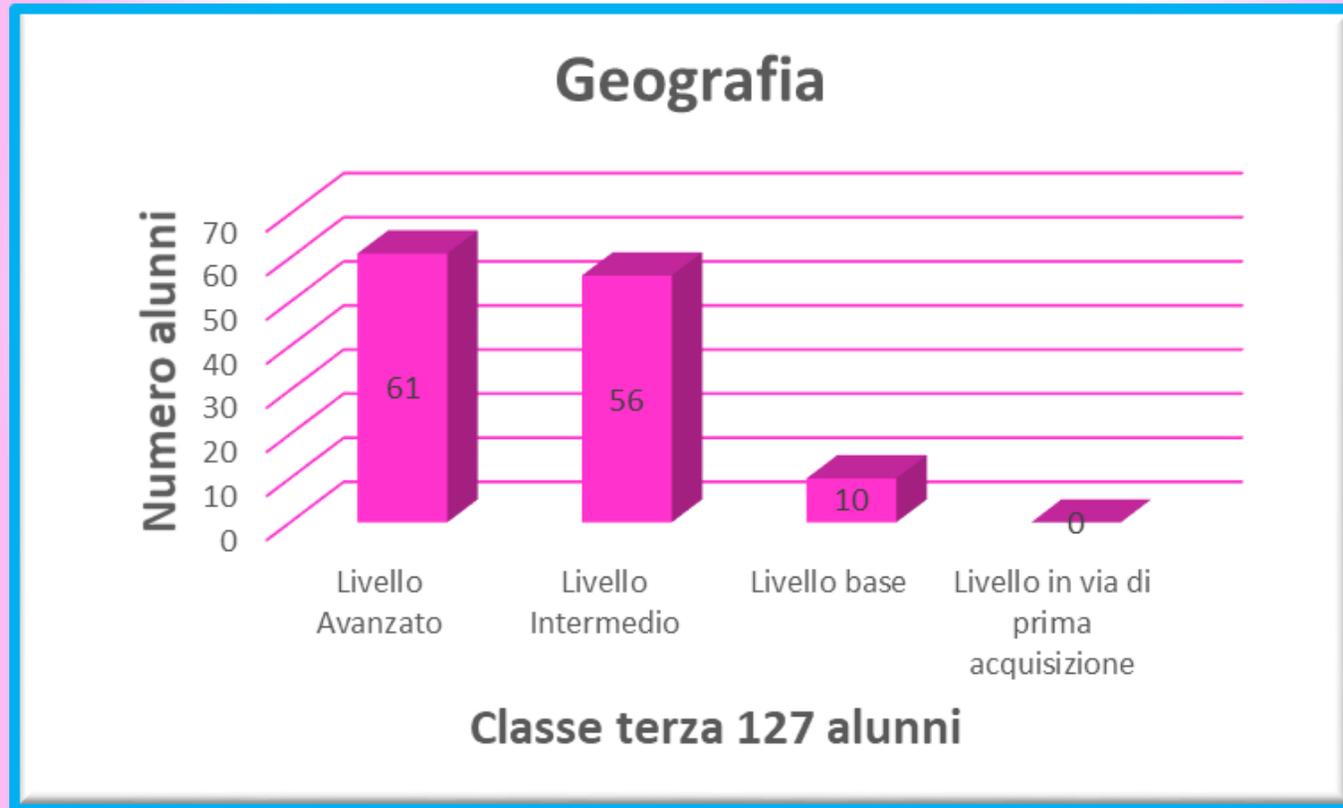
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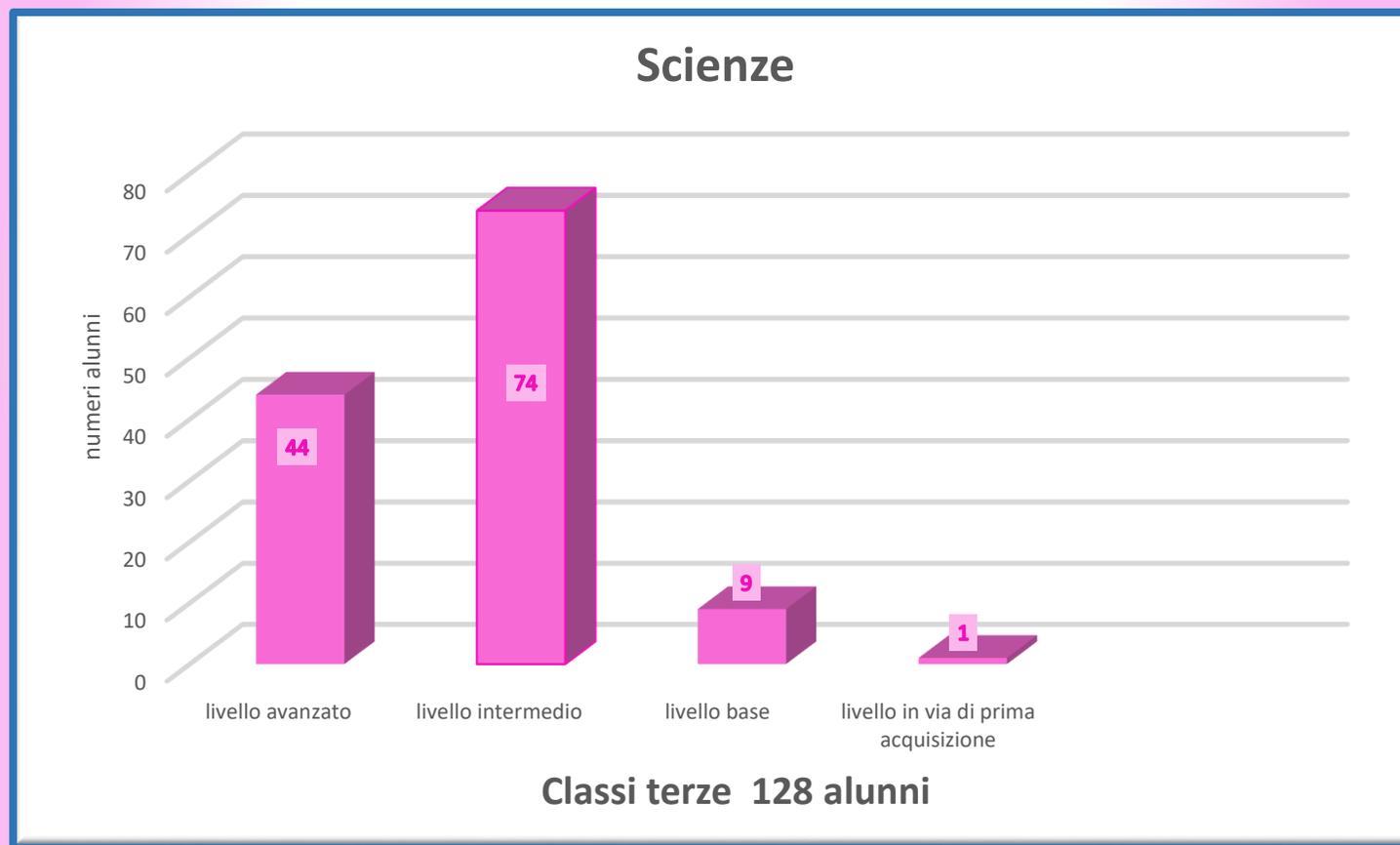
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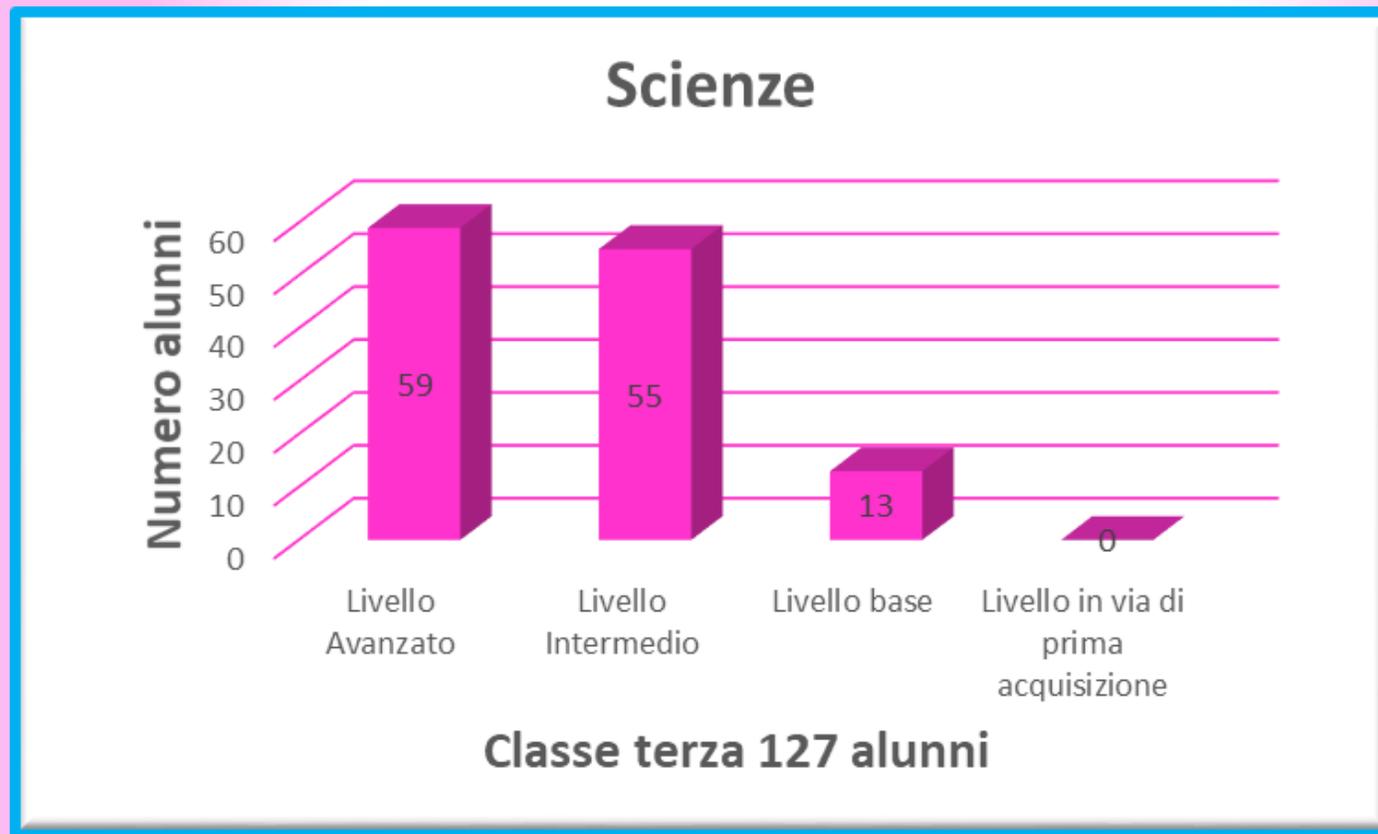
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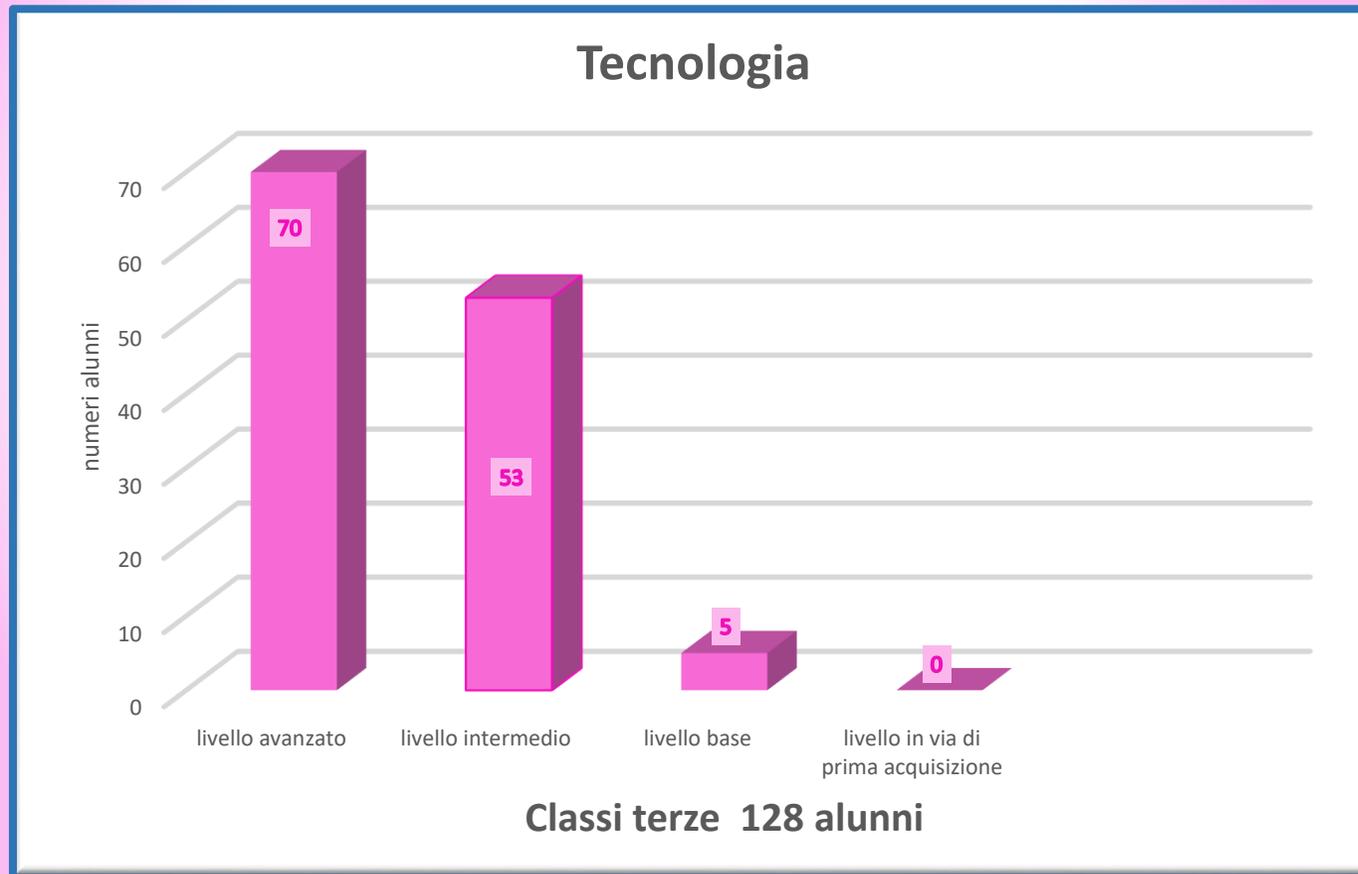
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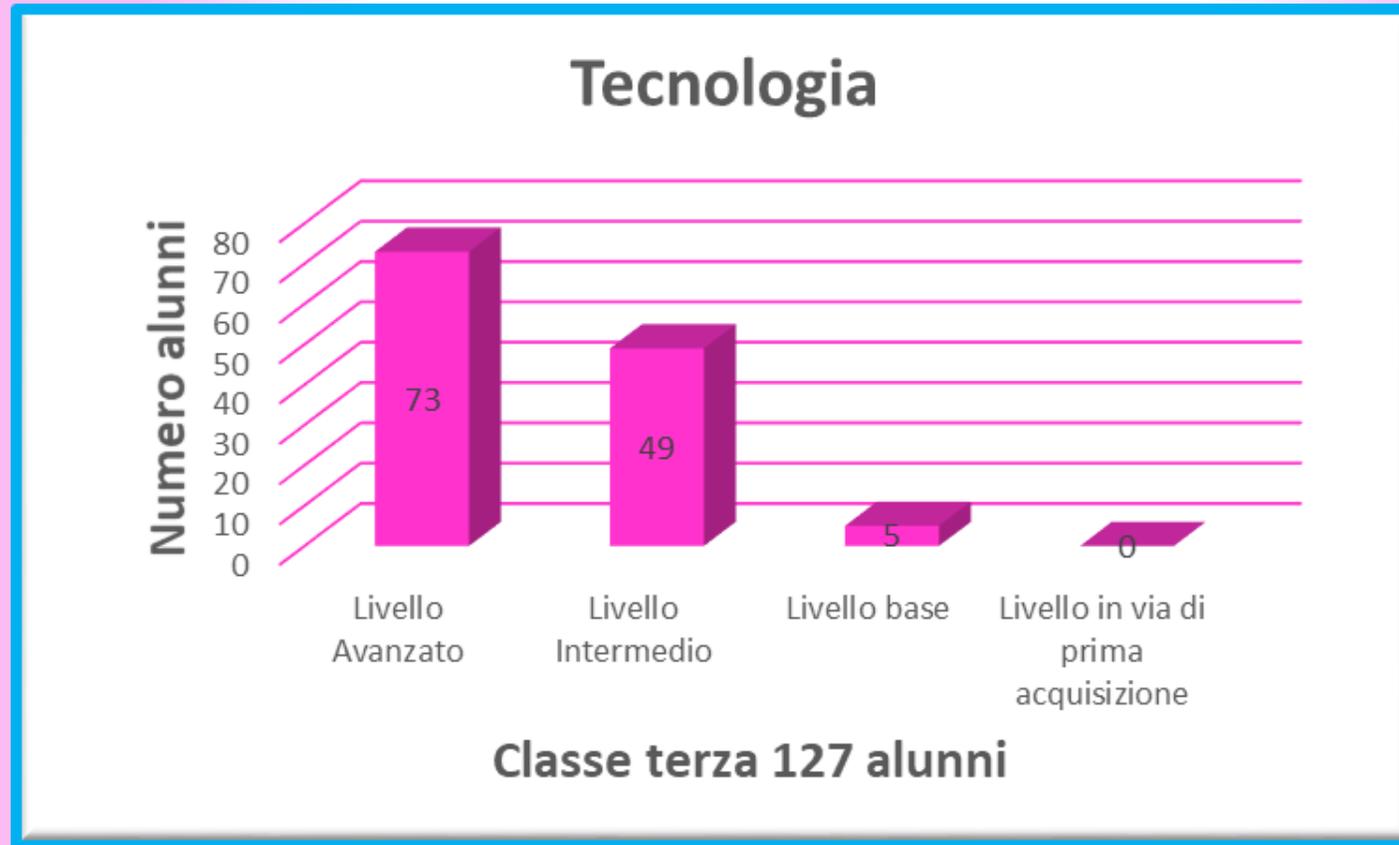
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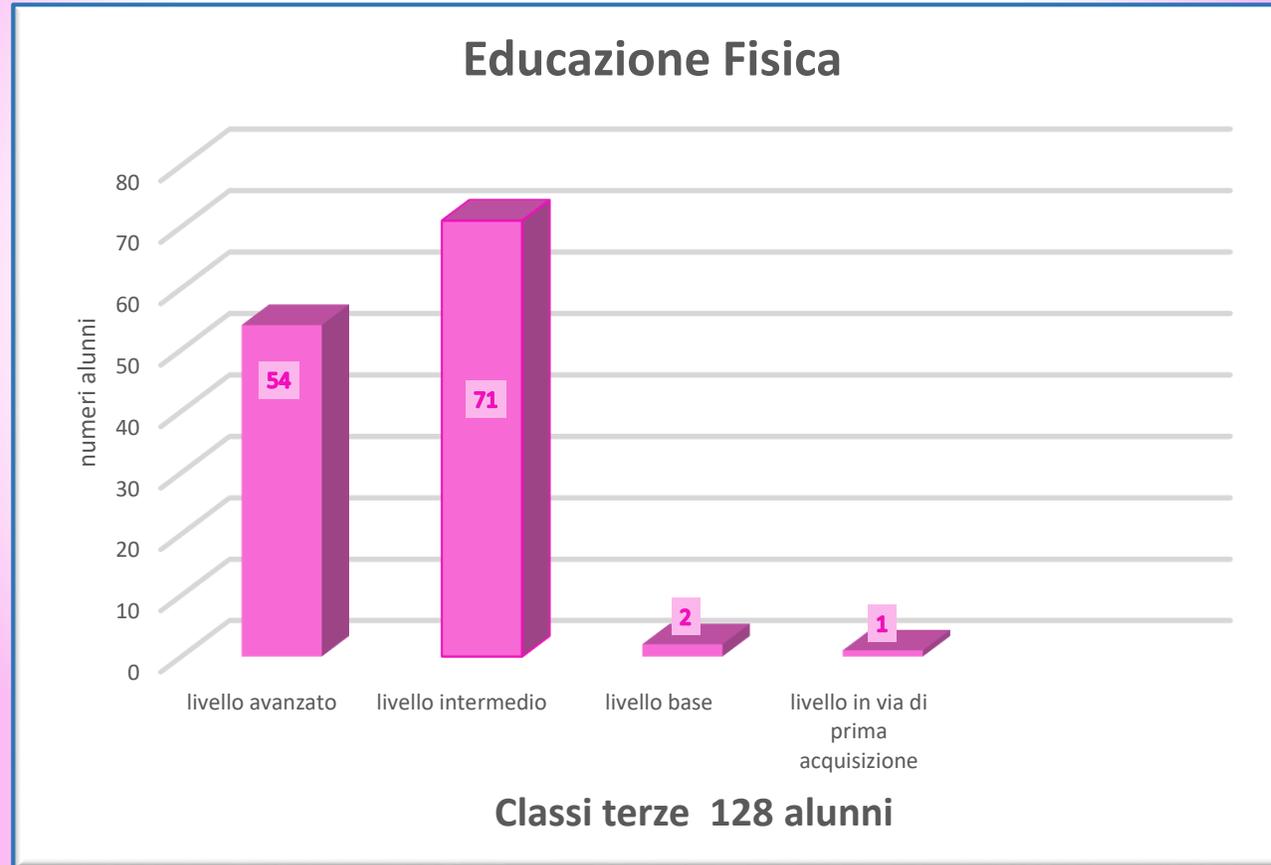
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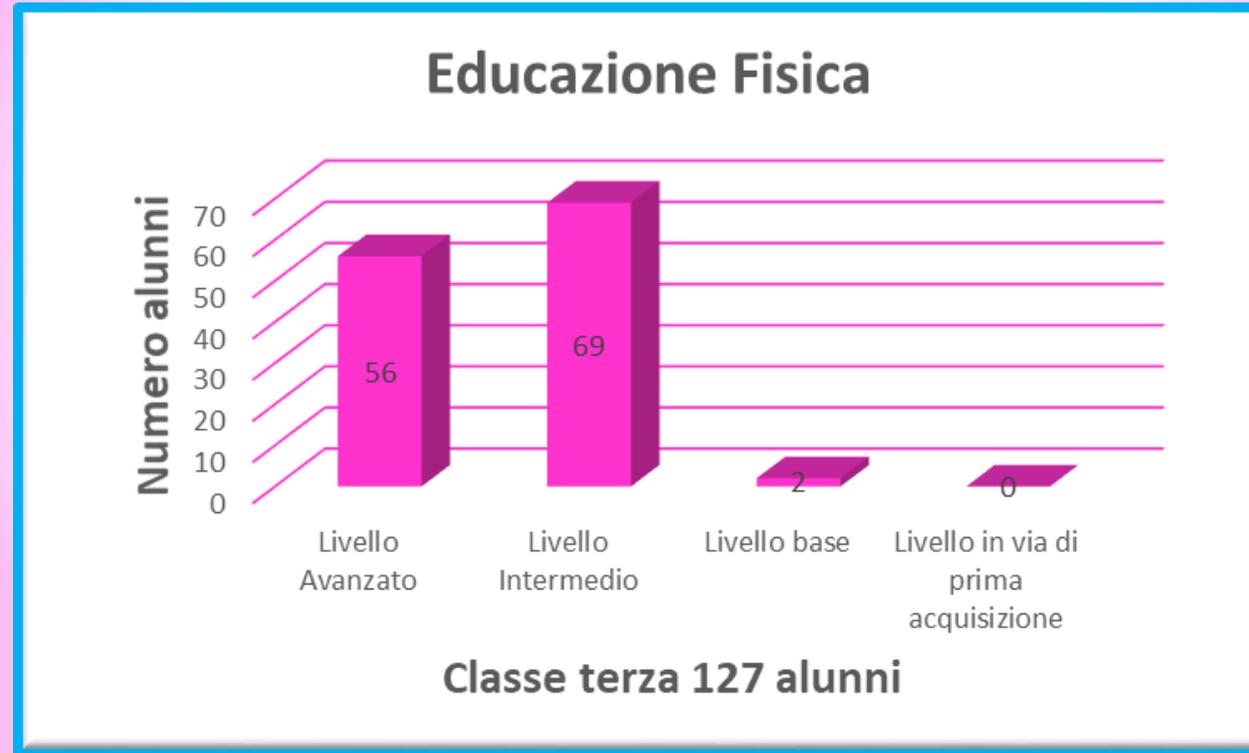
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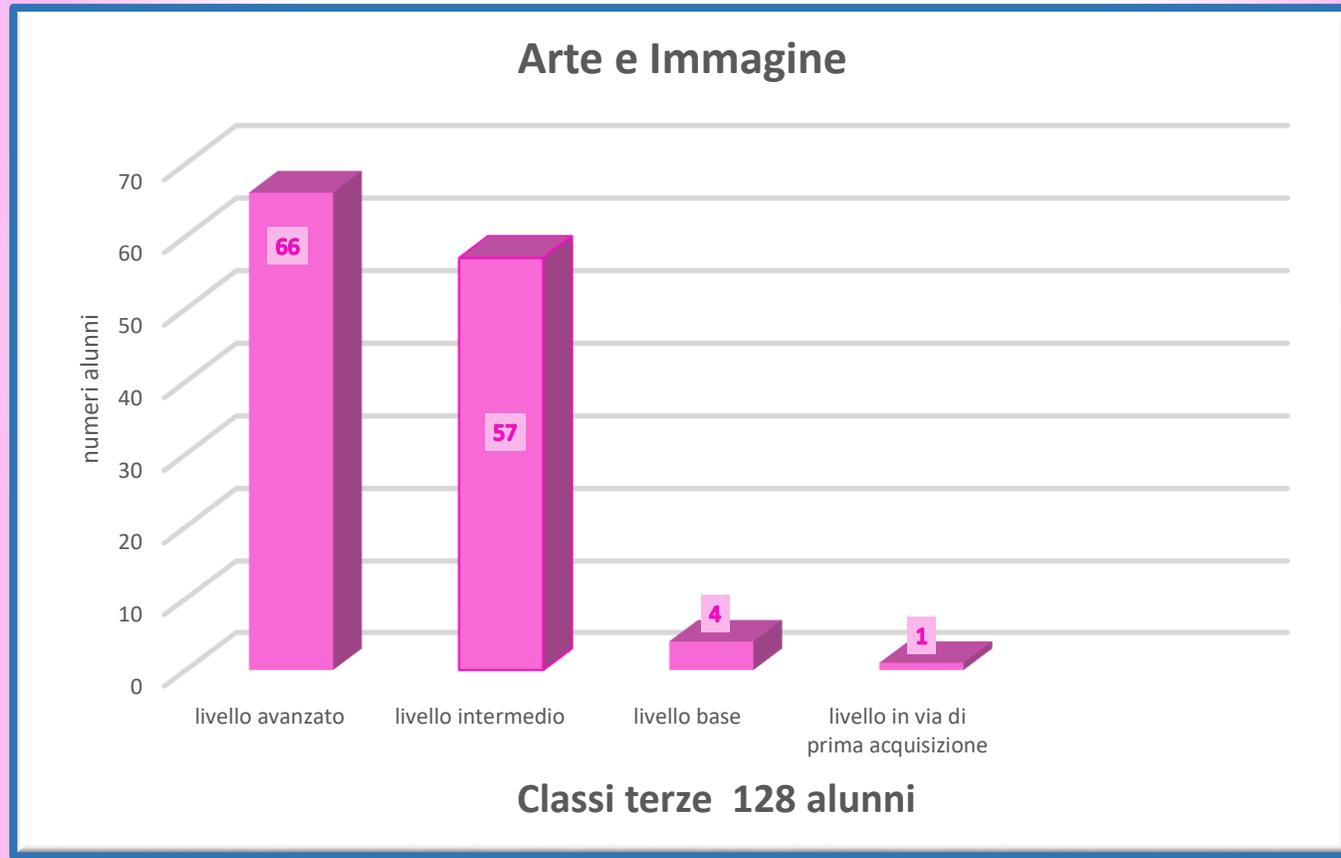
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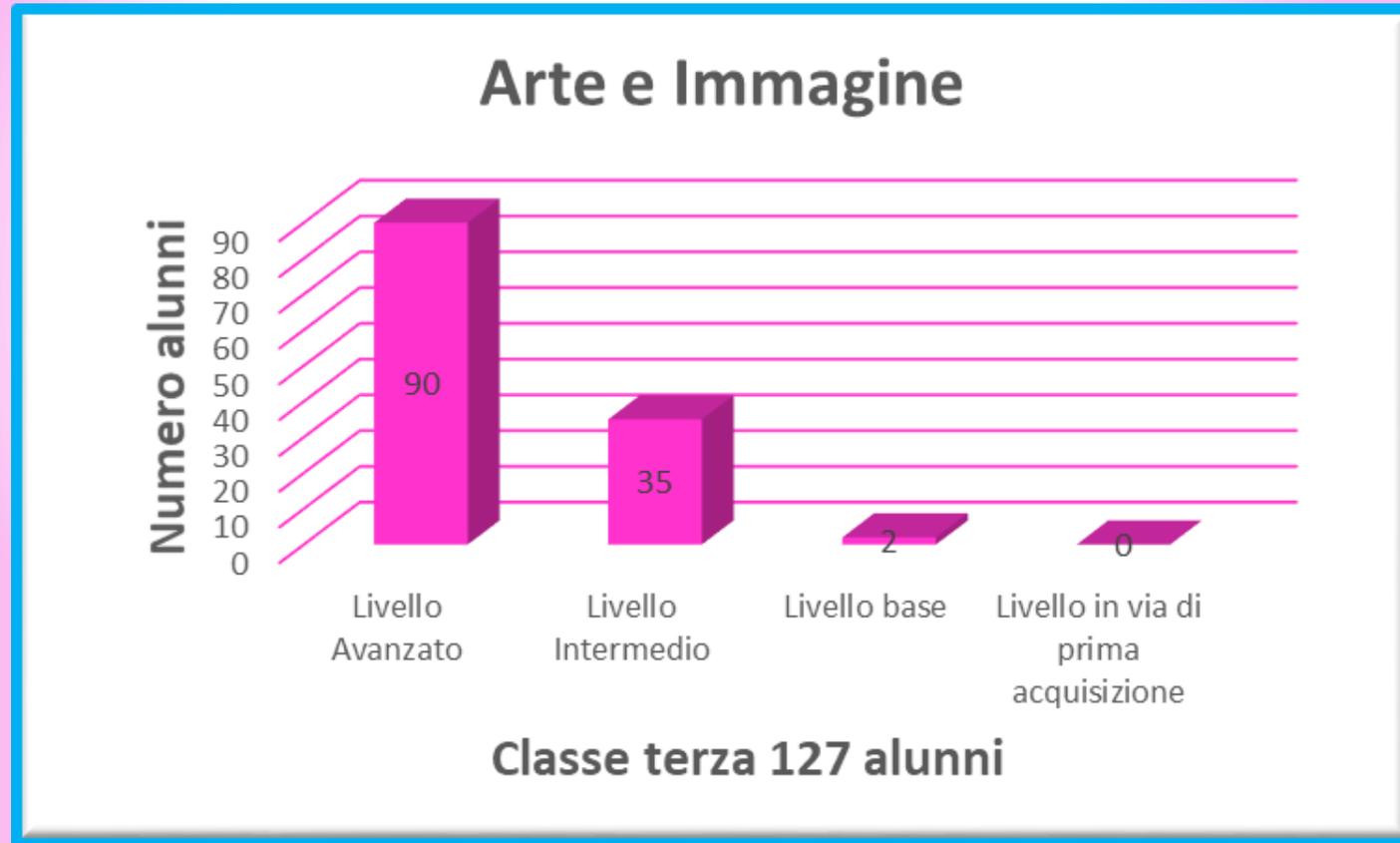
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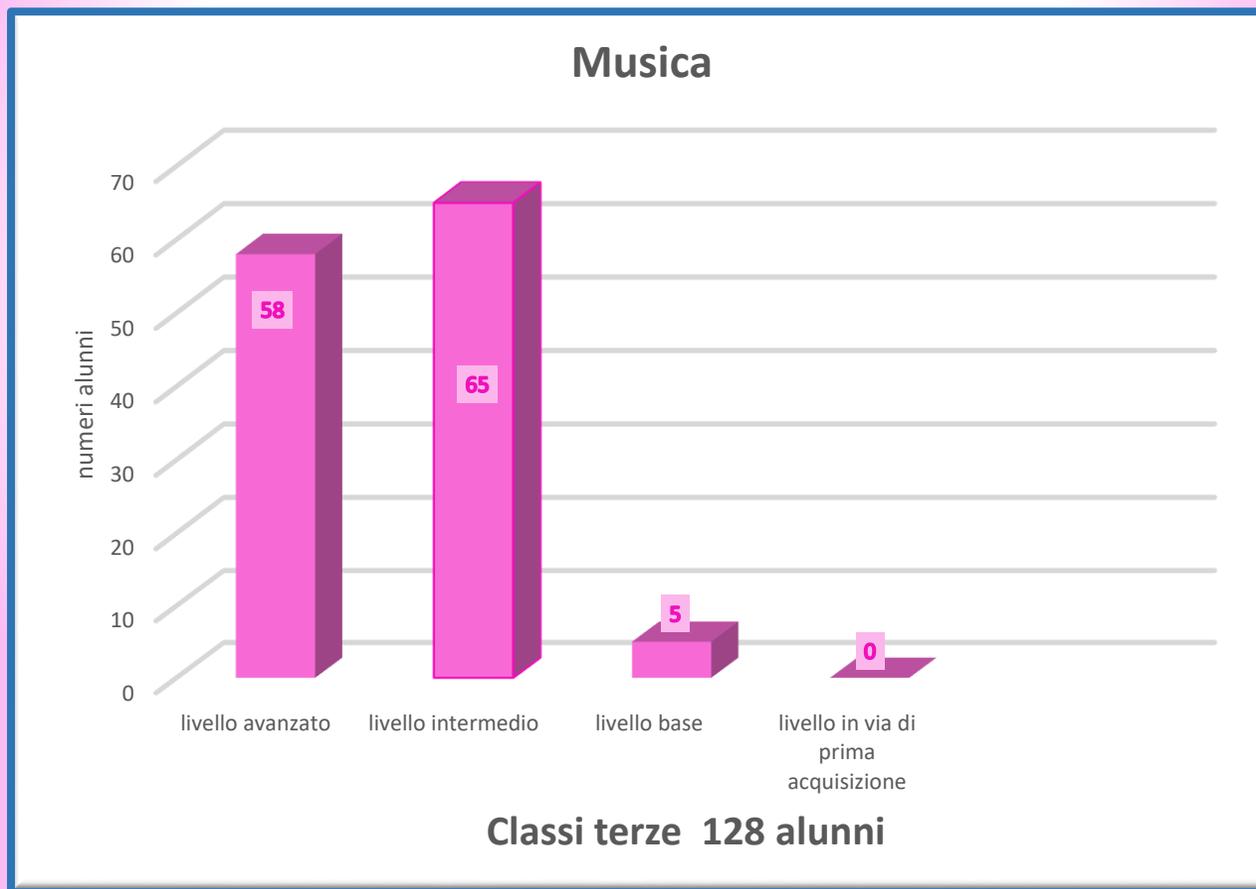
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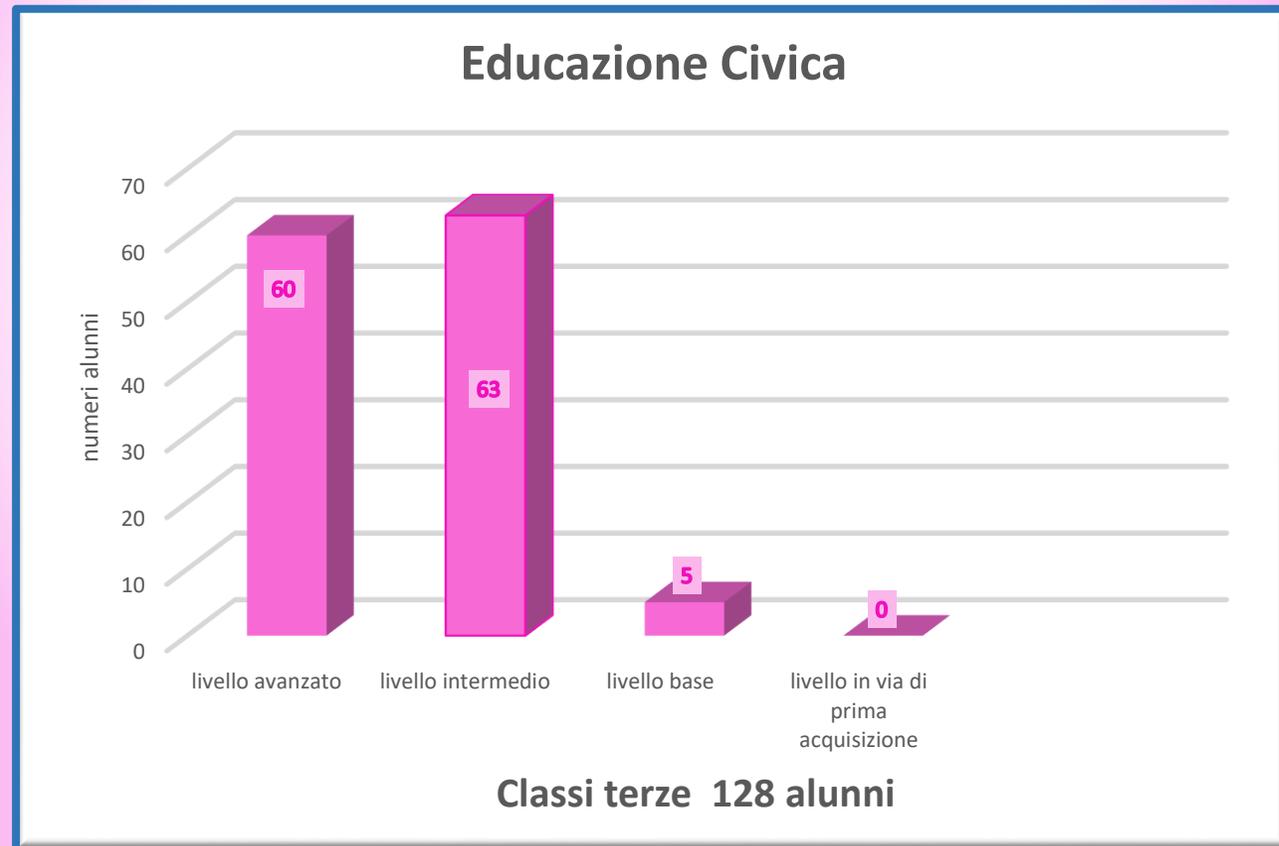
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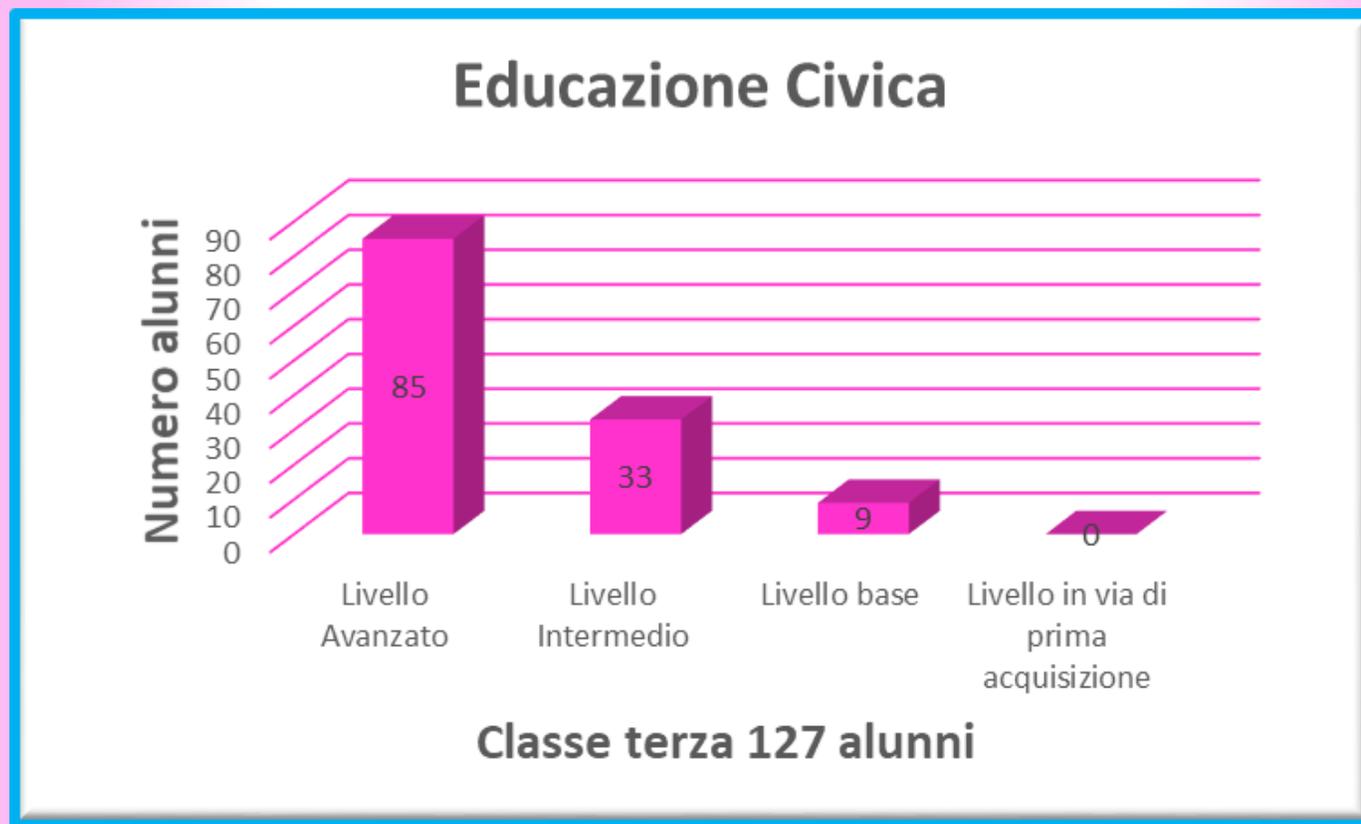
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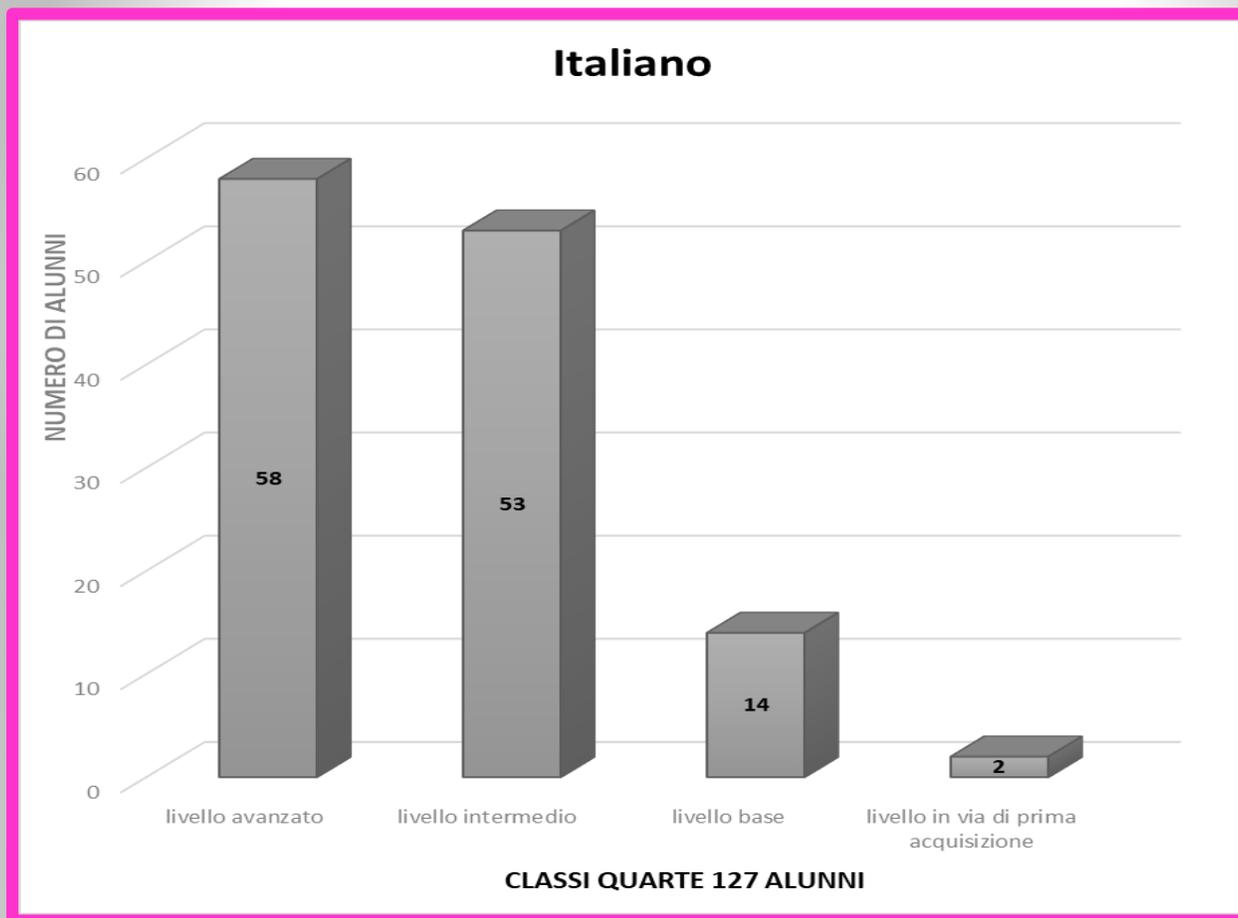
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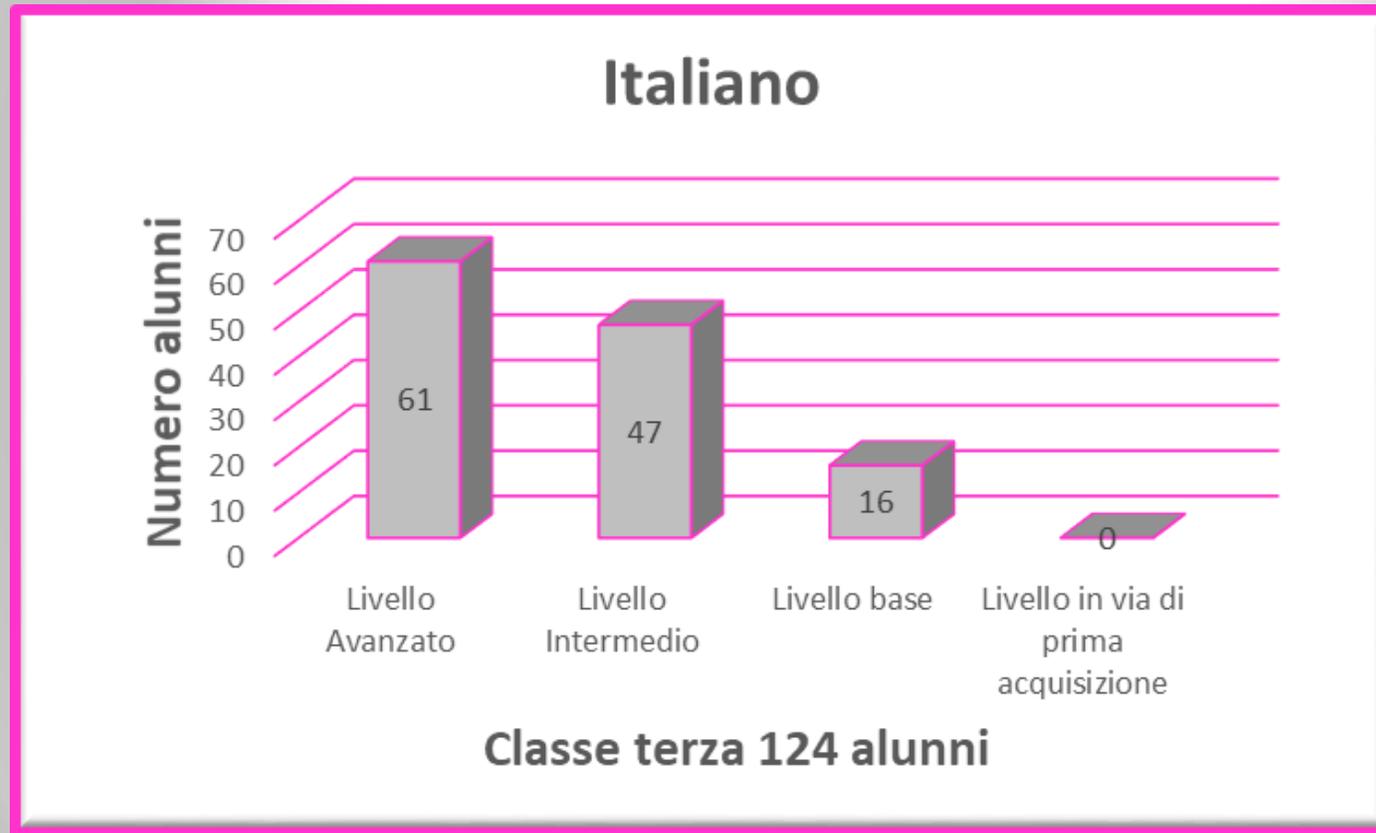
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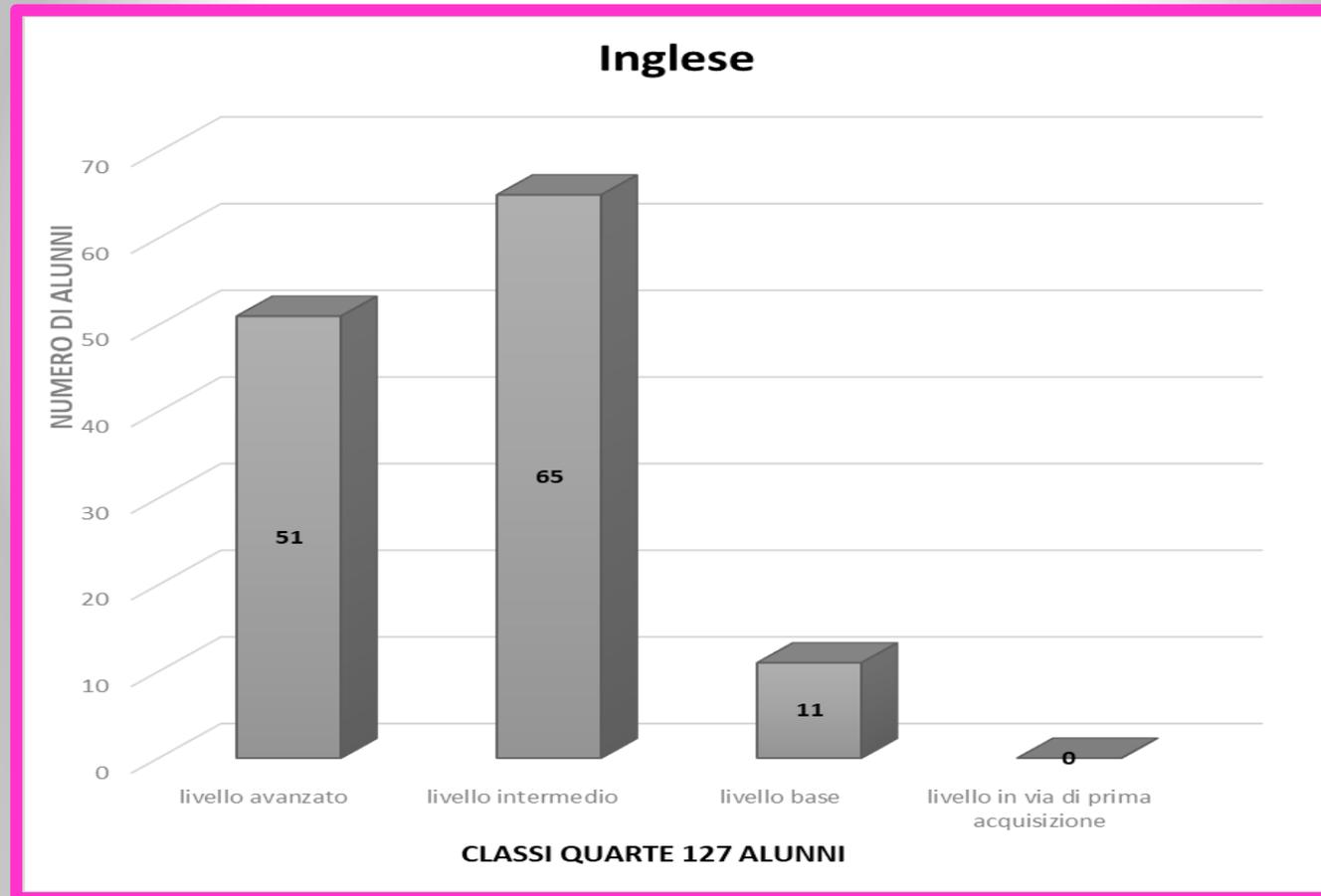
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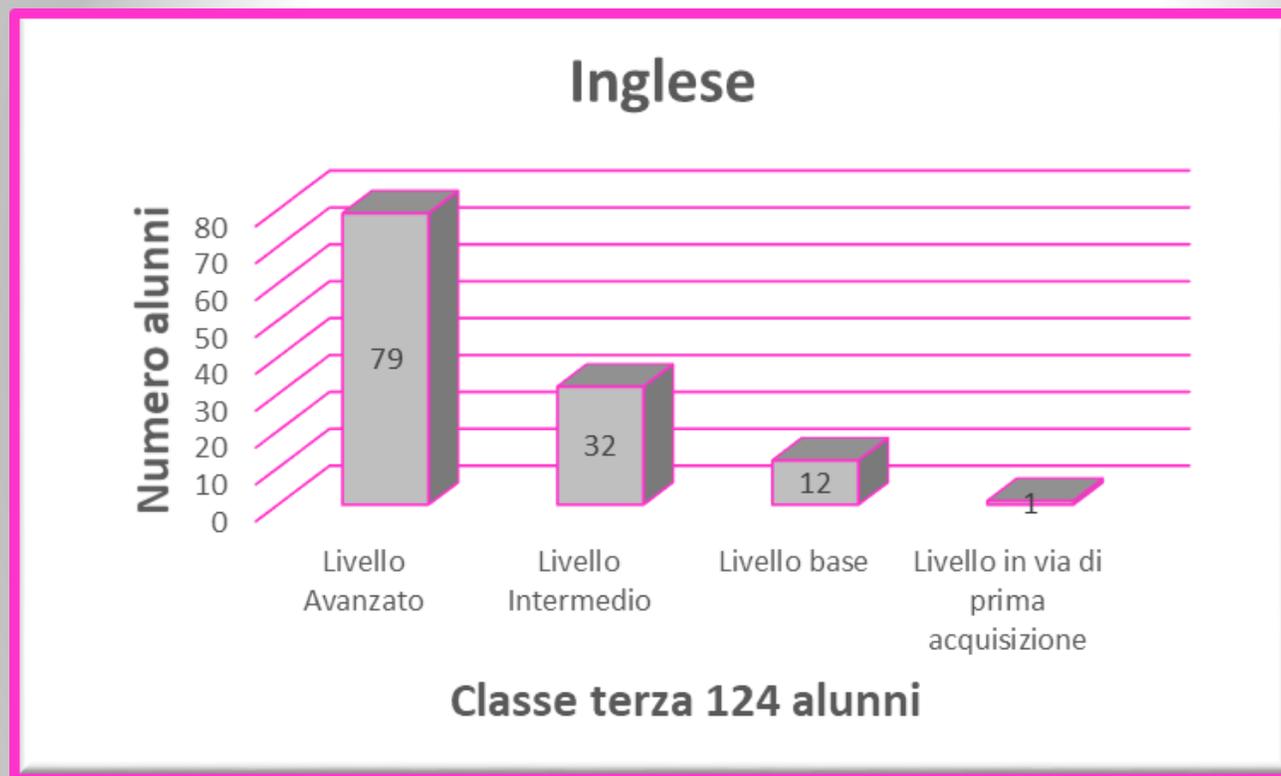
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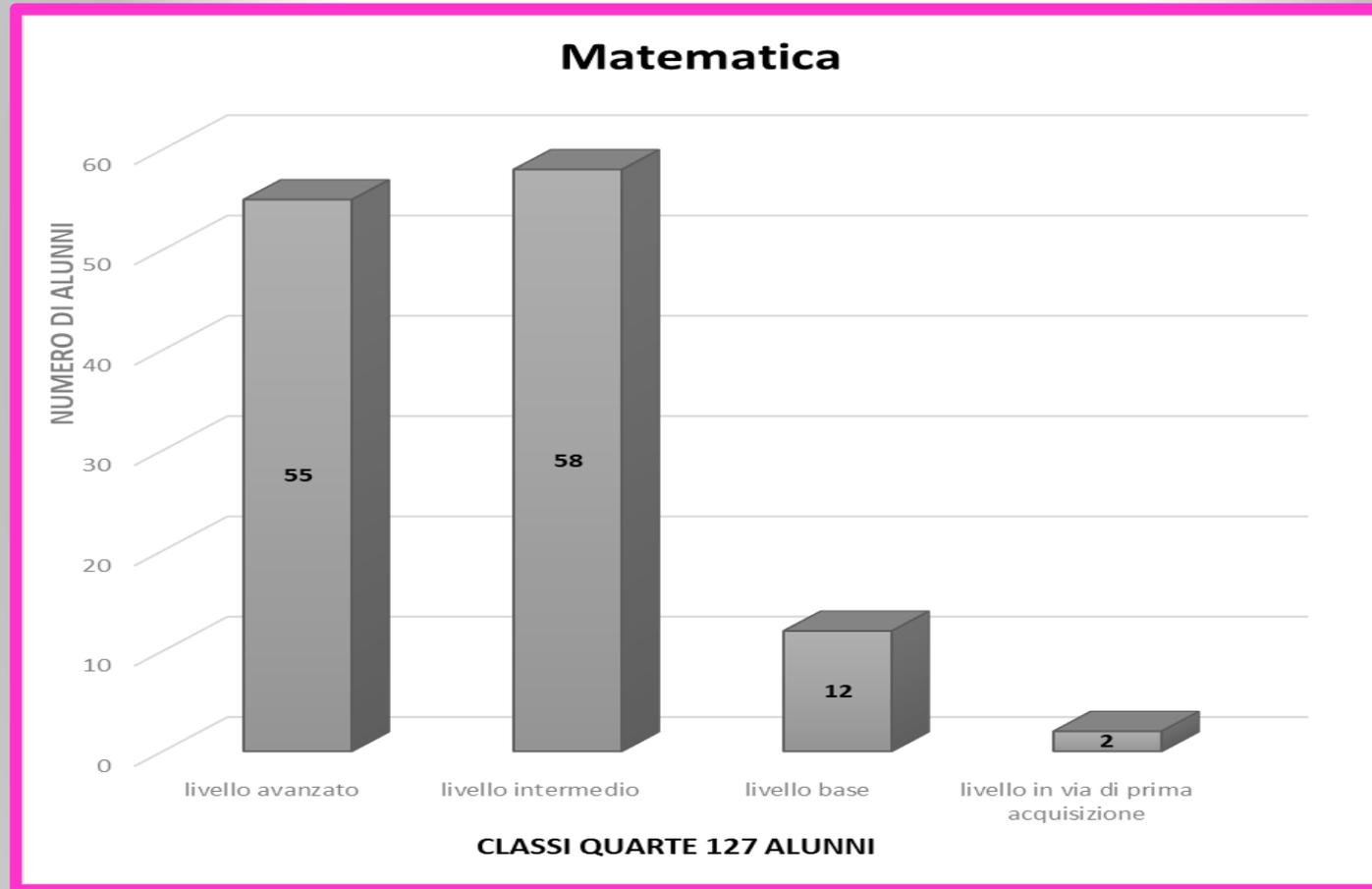
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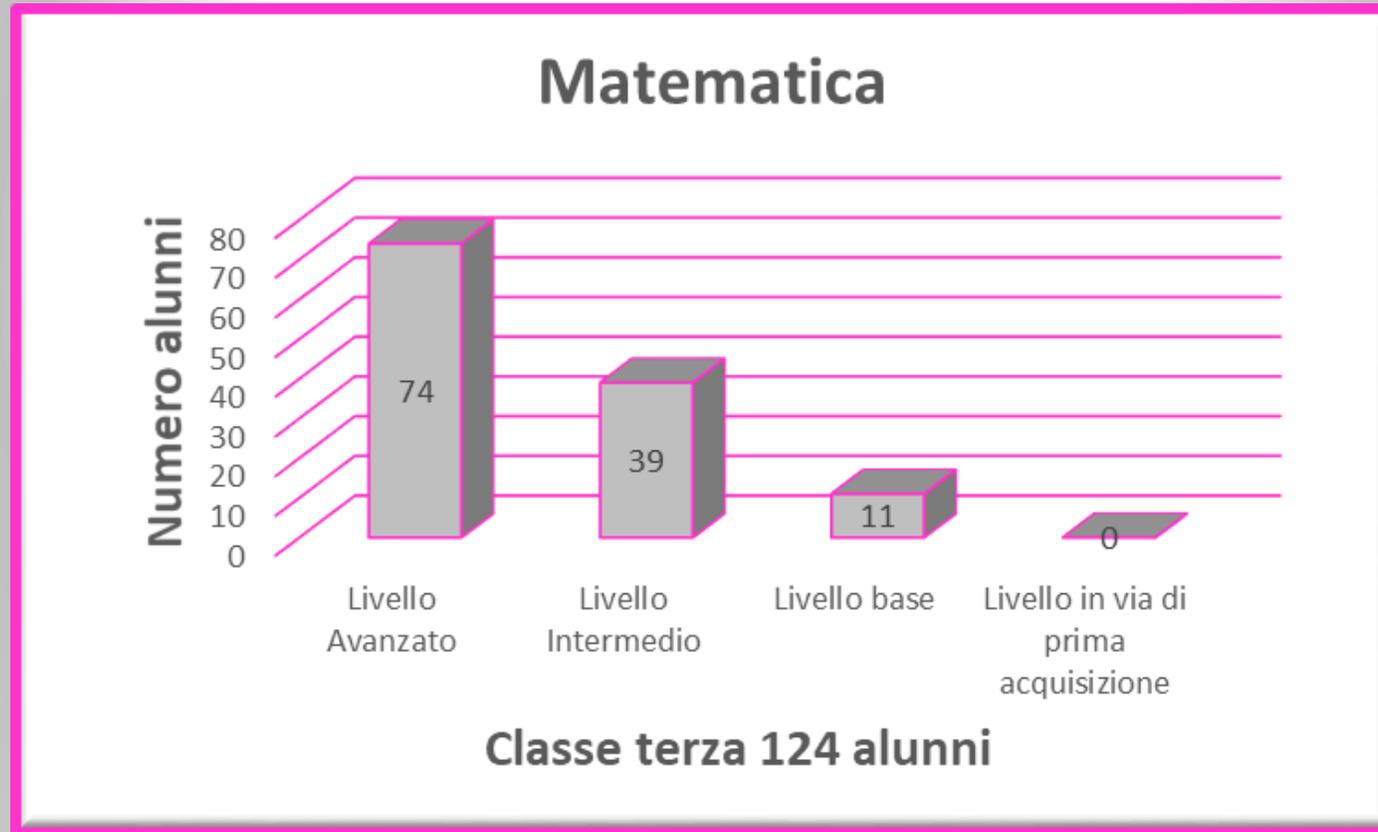
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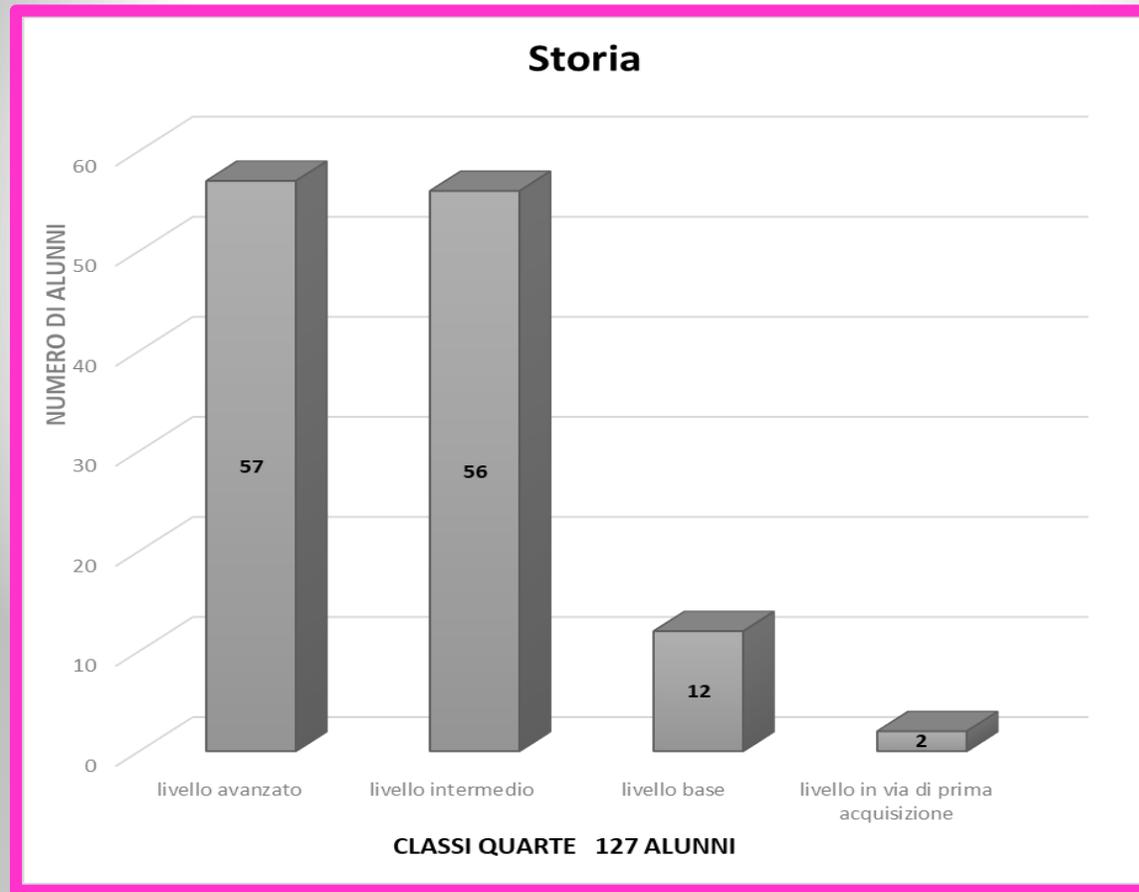
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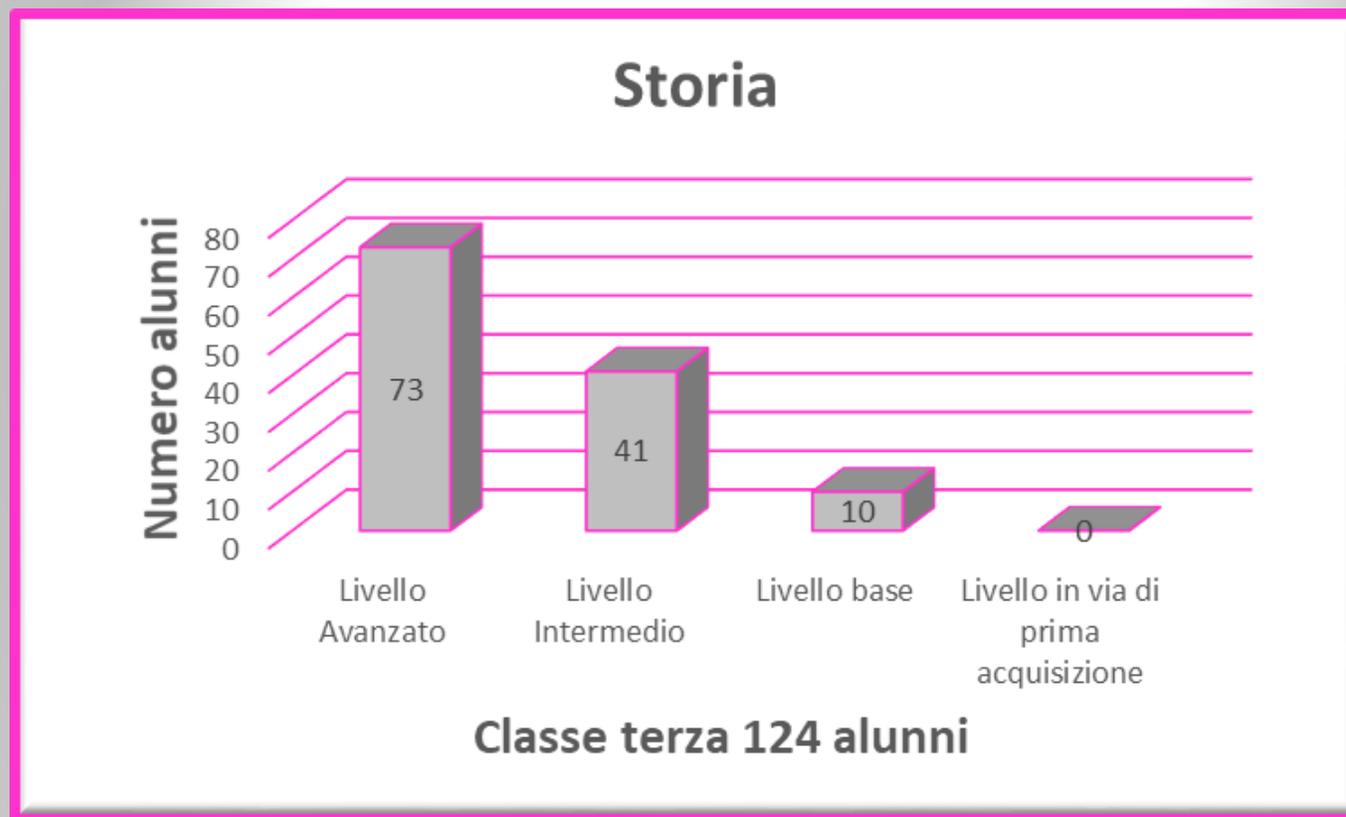
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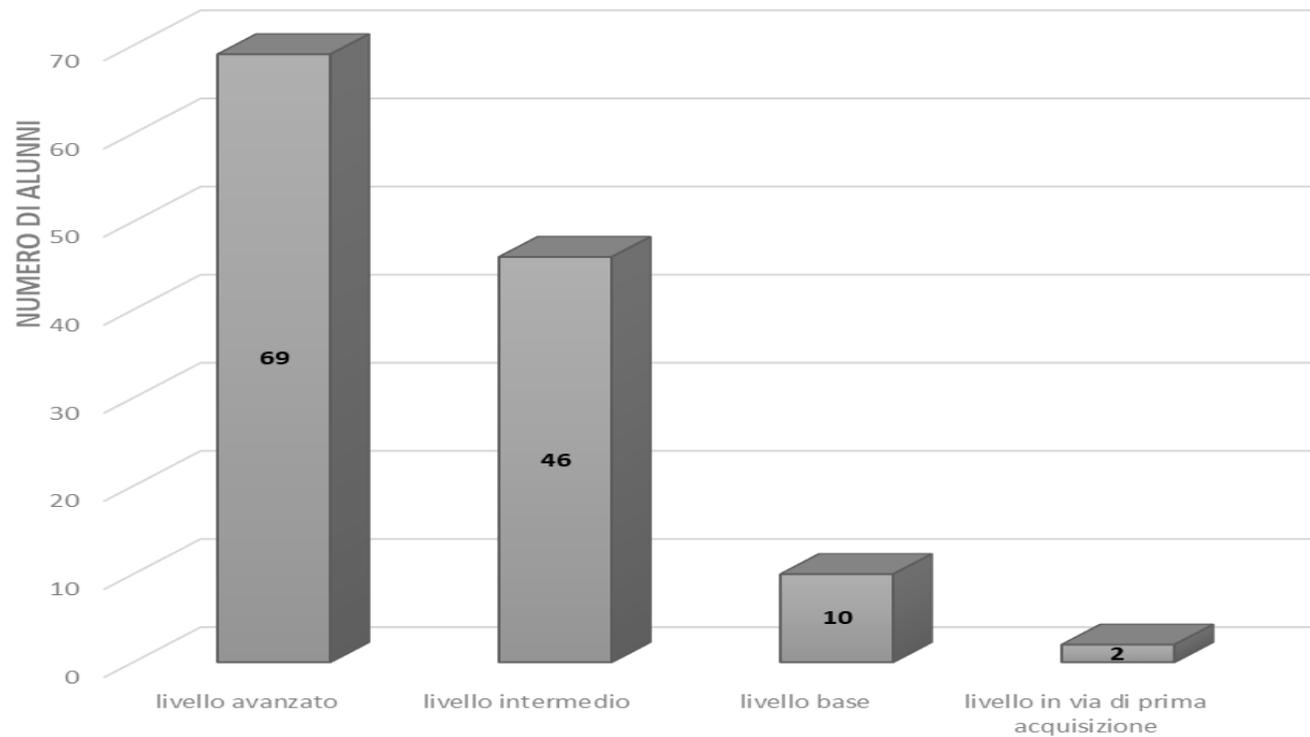


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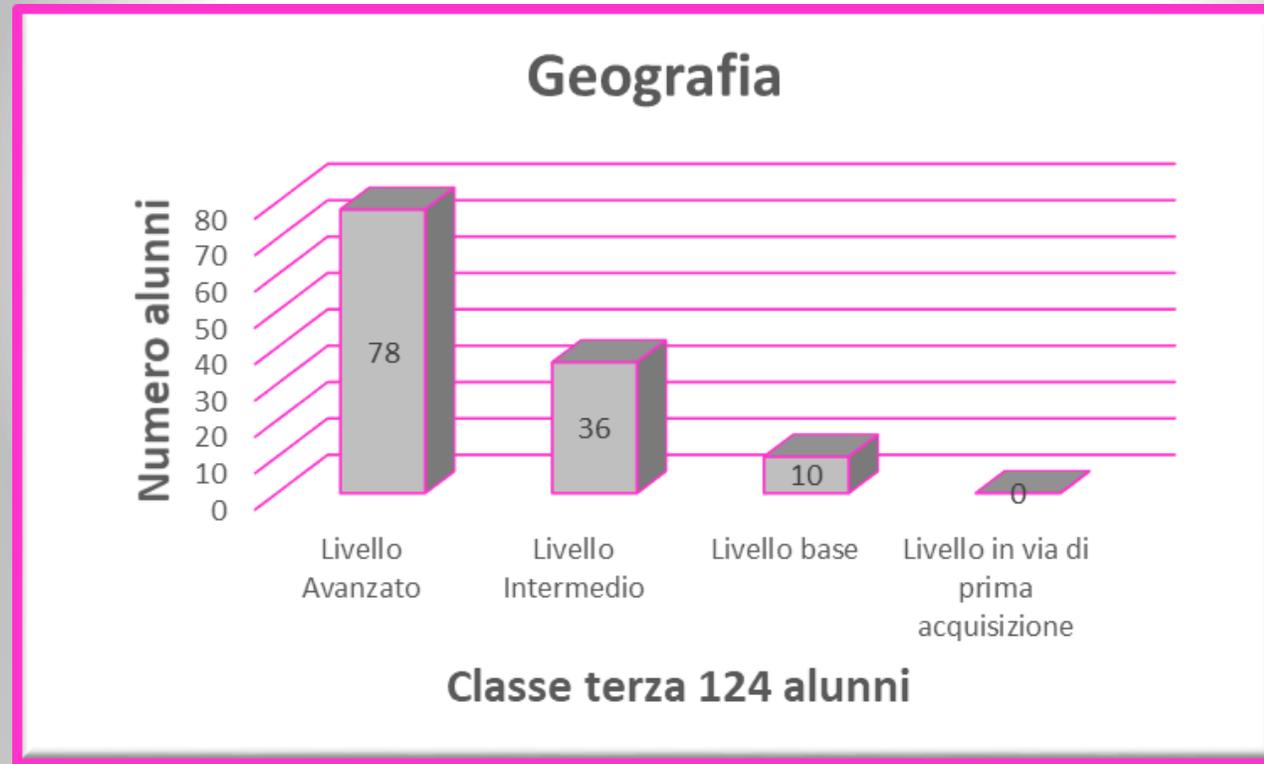
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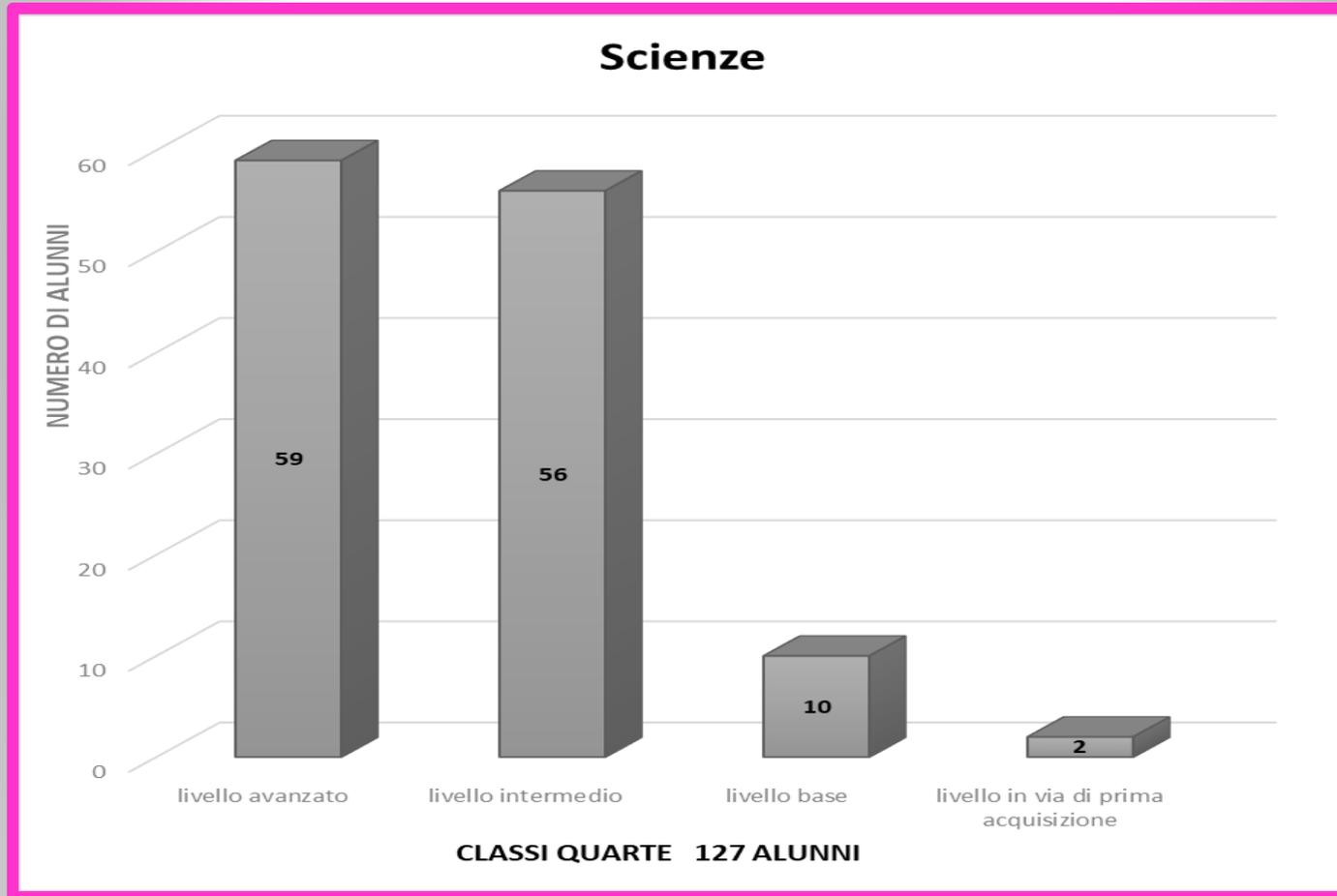


CLASSI QUARTE 127 ALUNNI

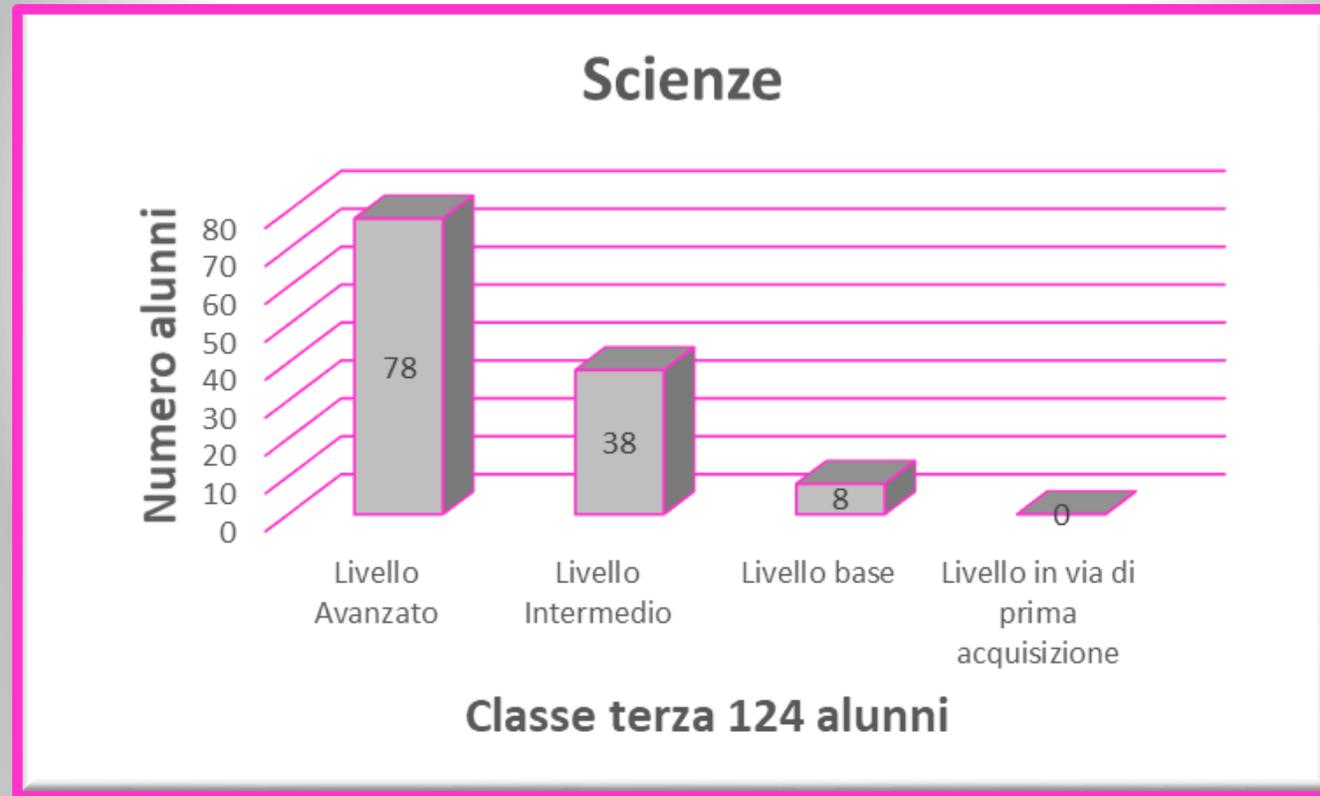
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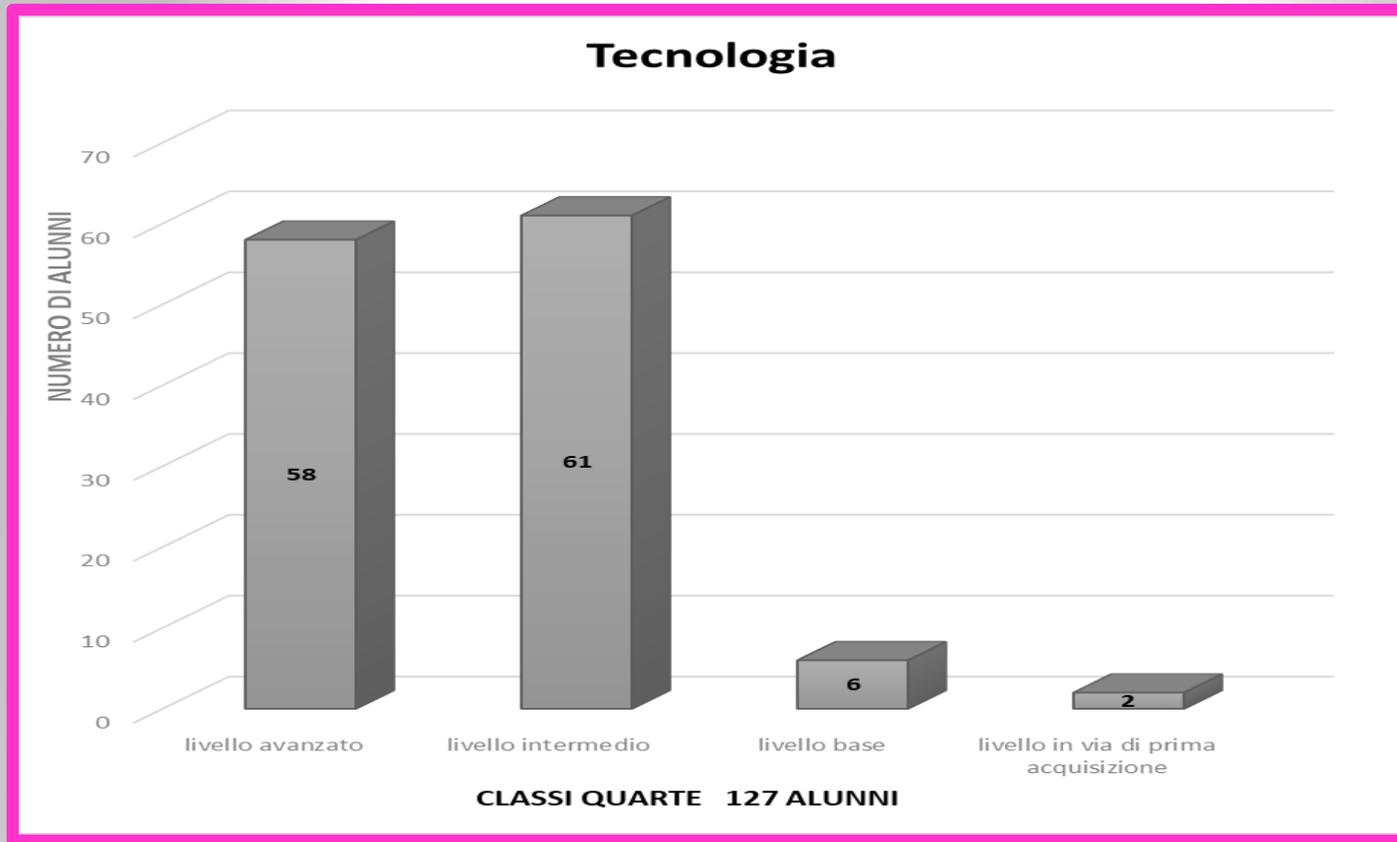
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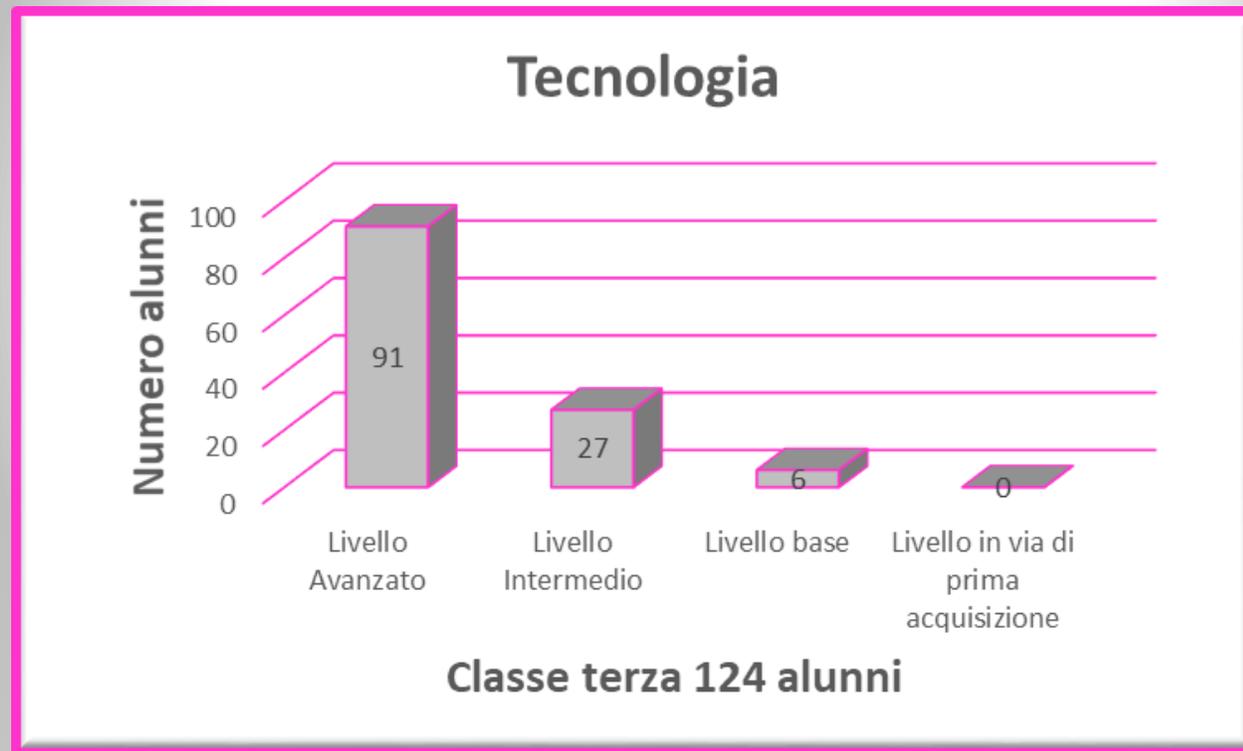
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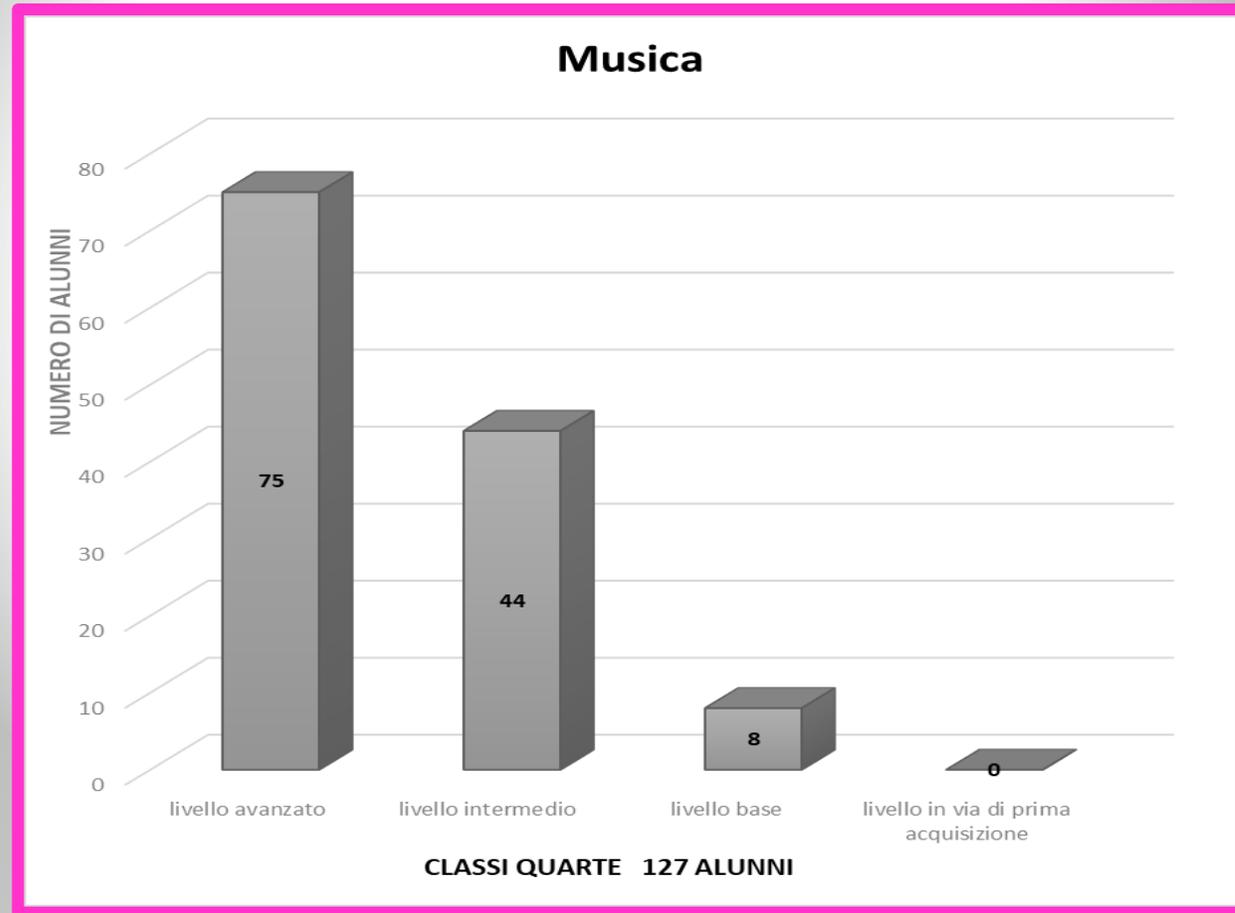
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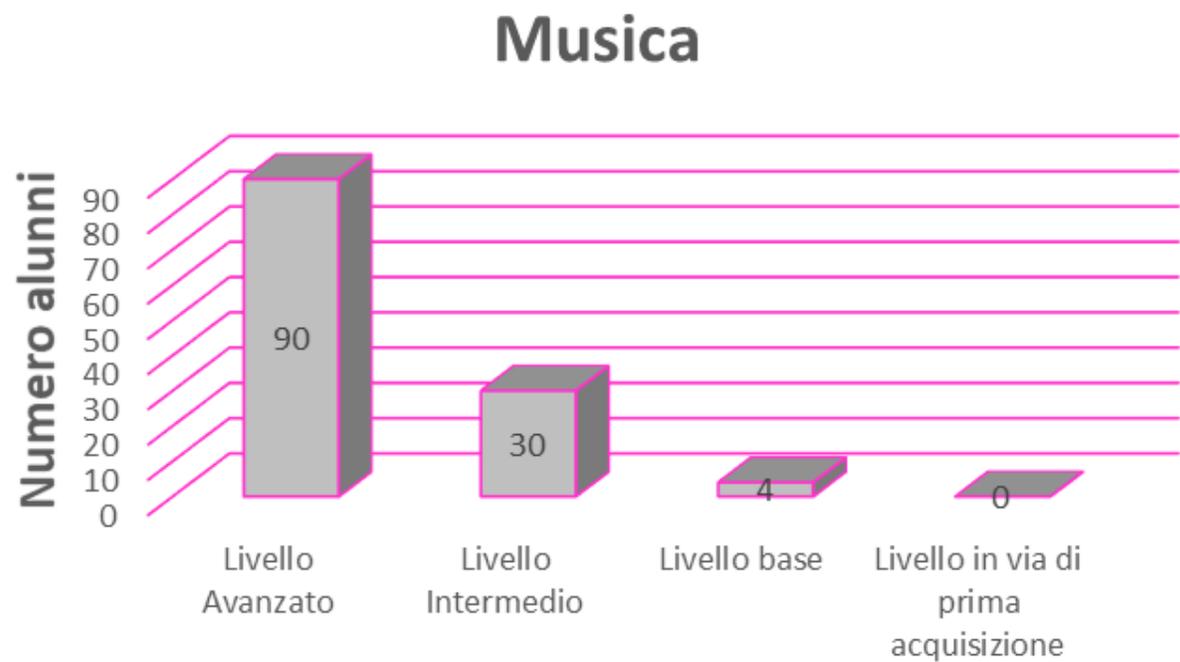
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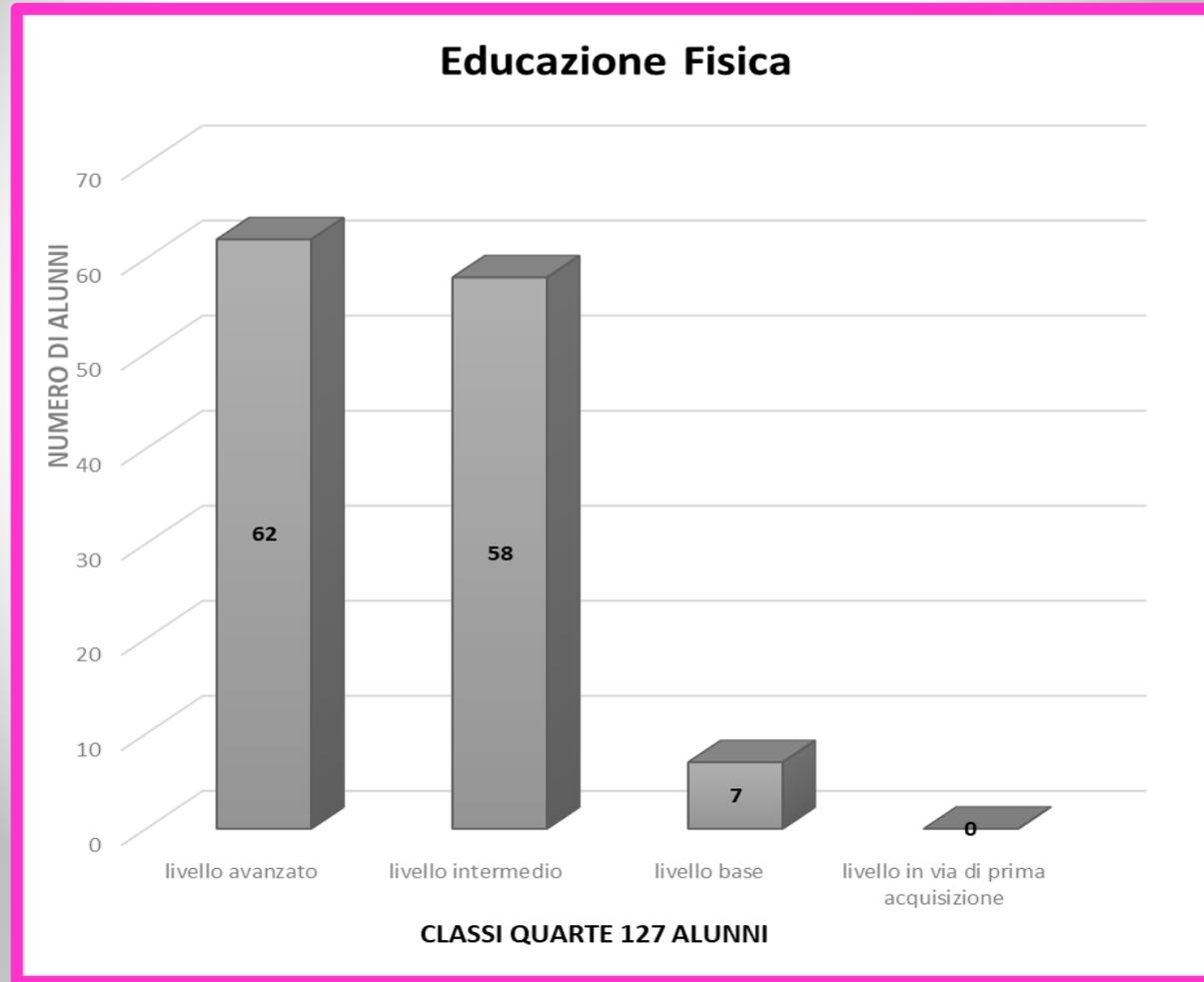


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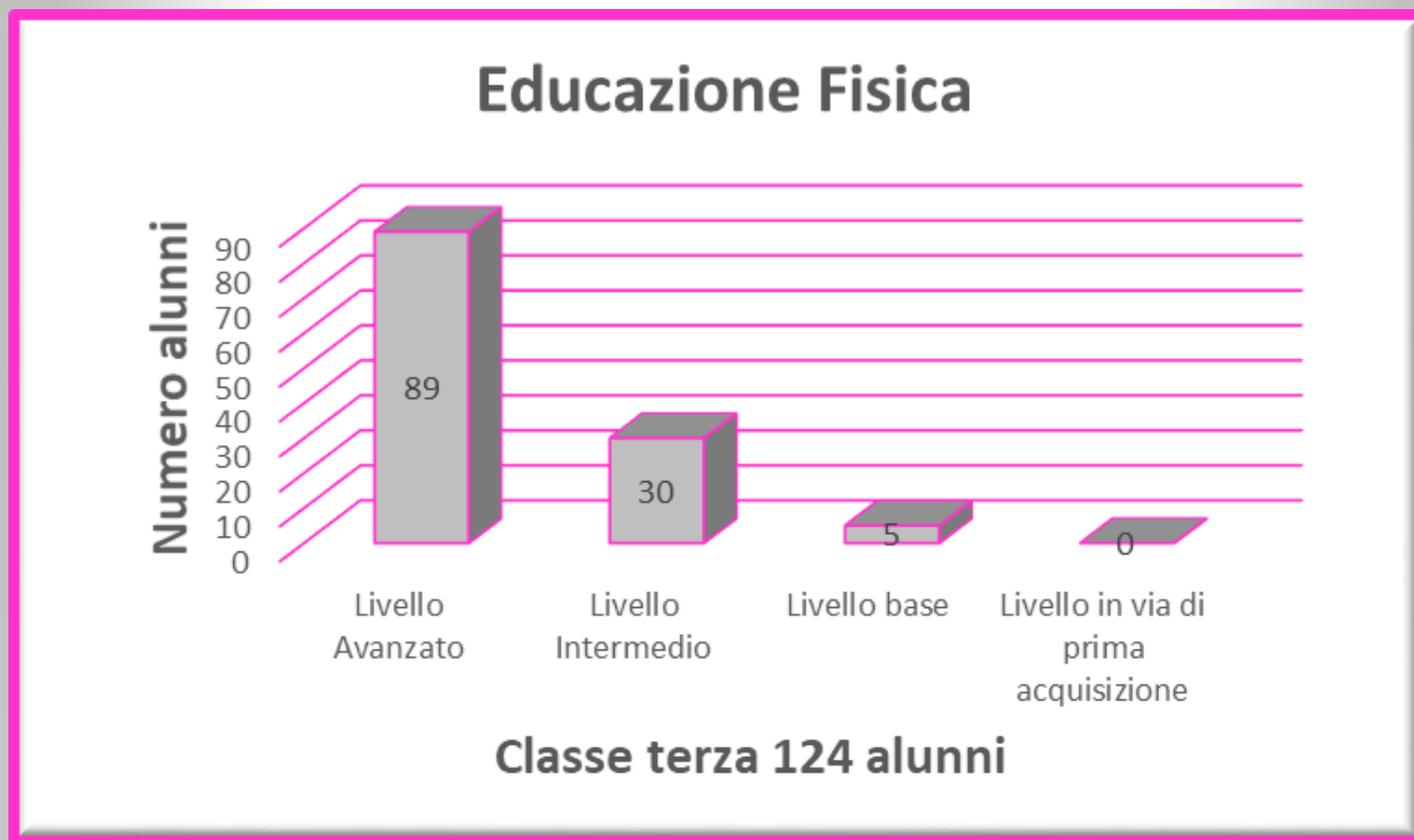


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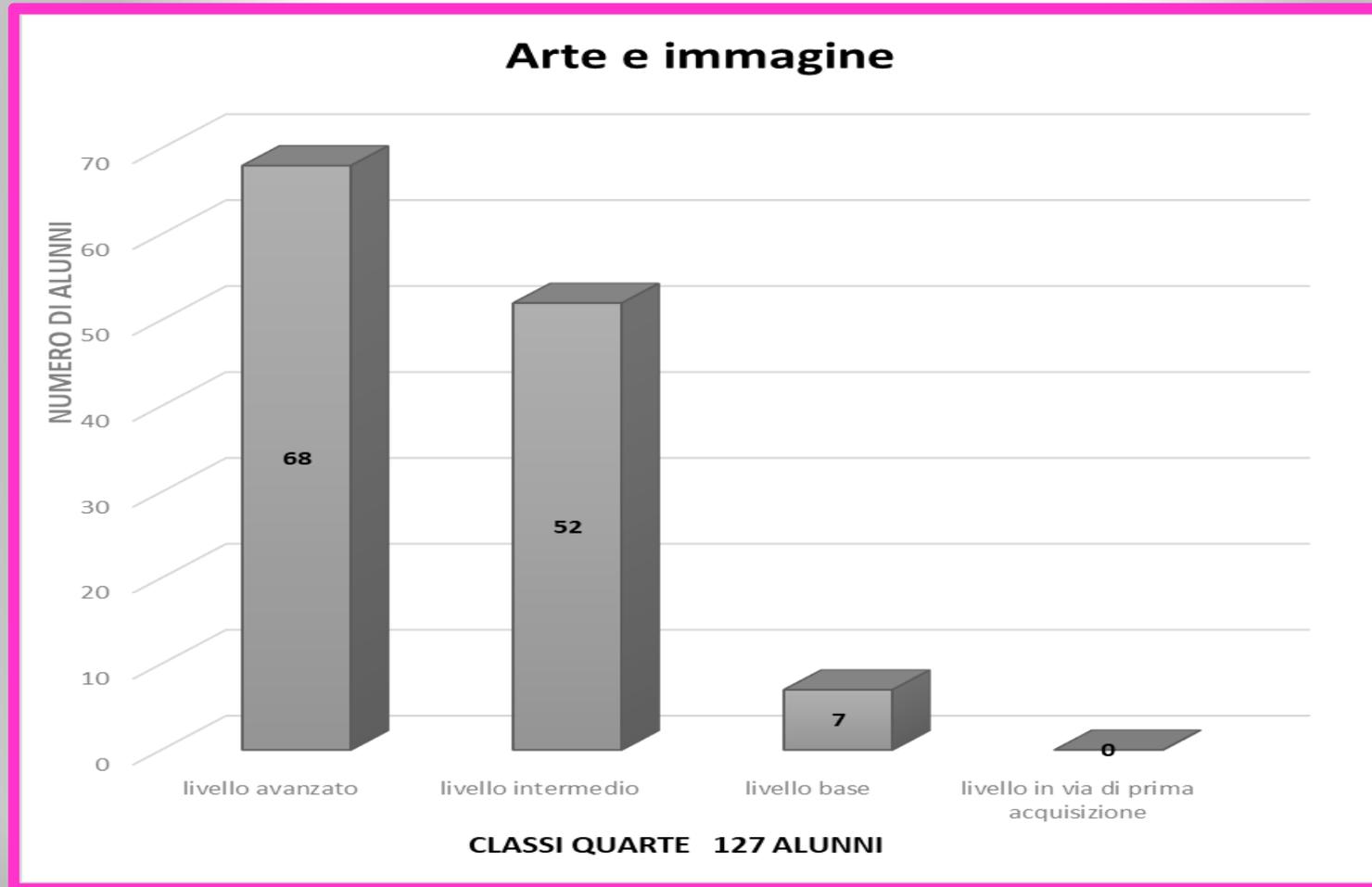
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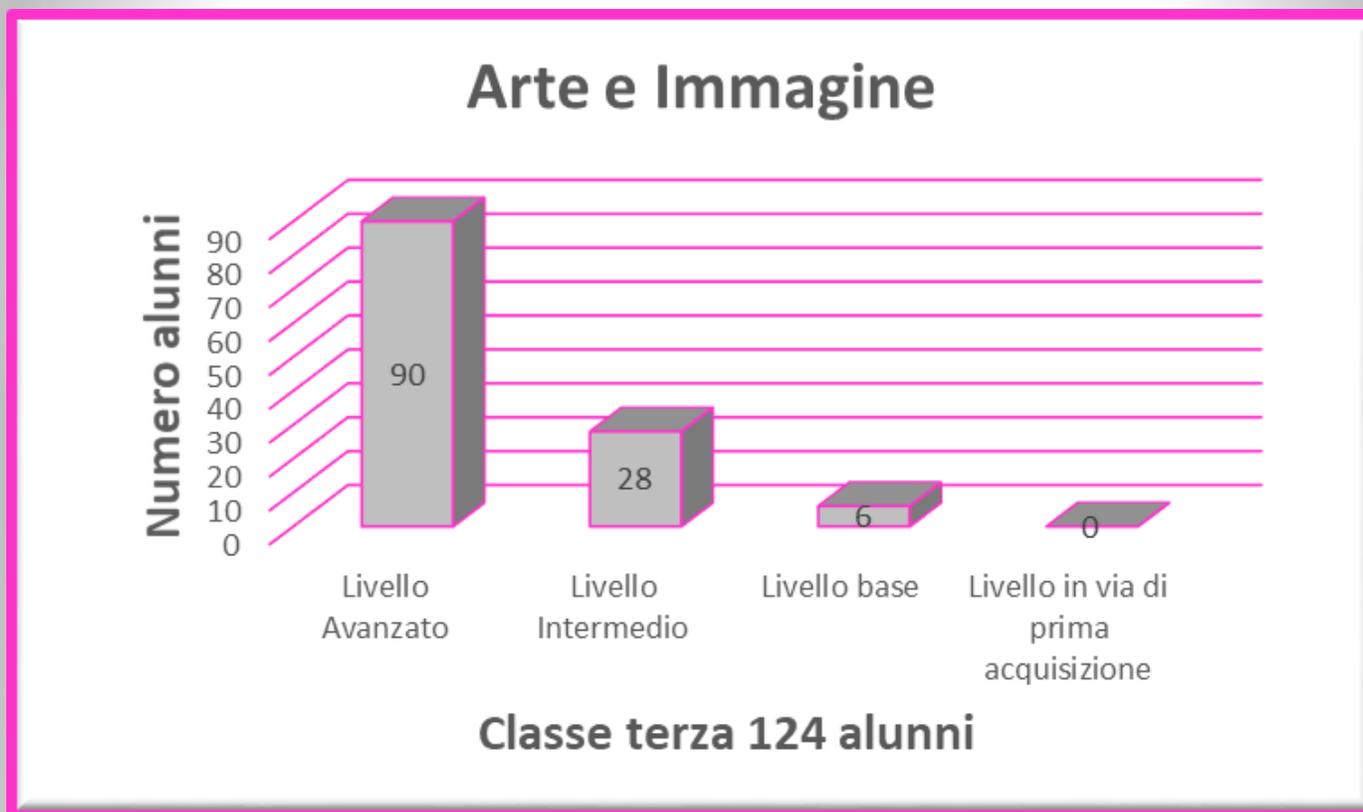
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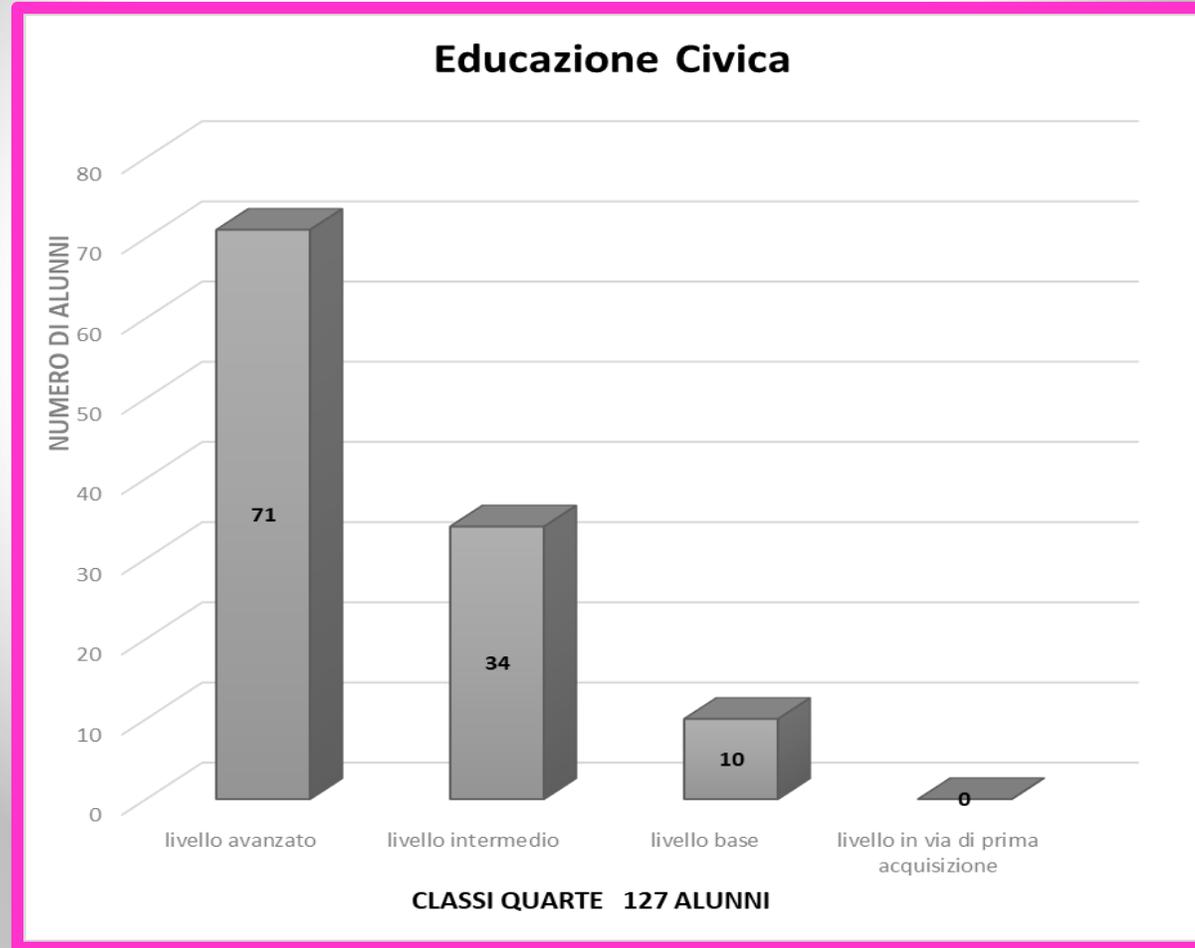
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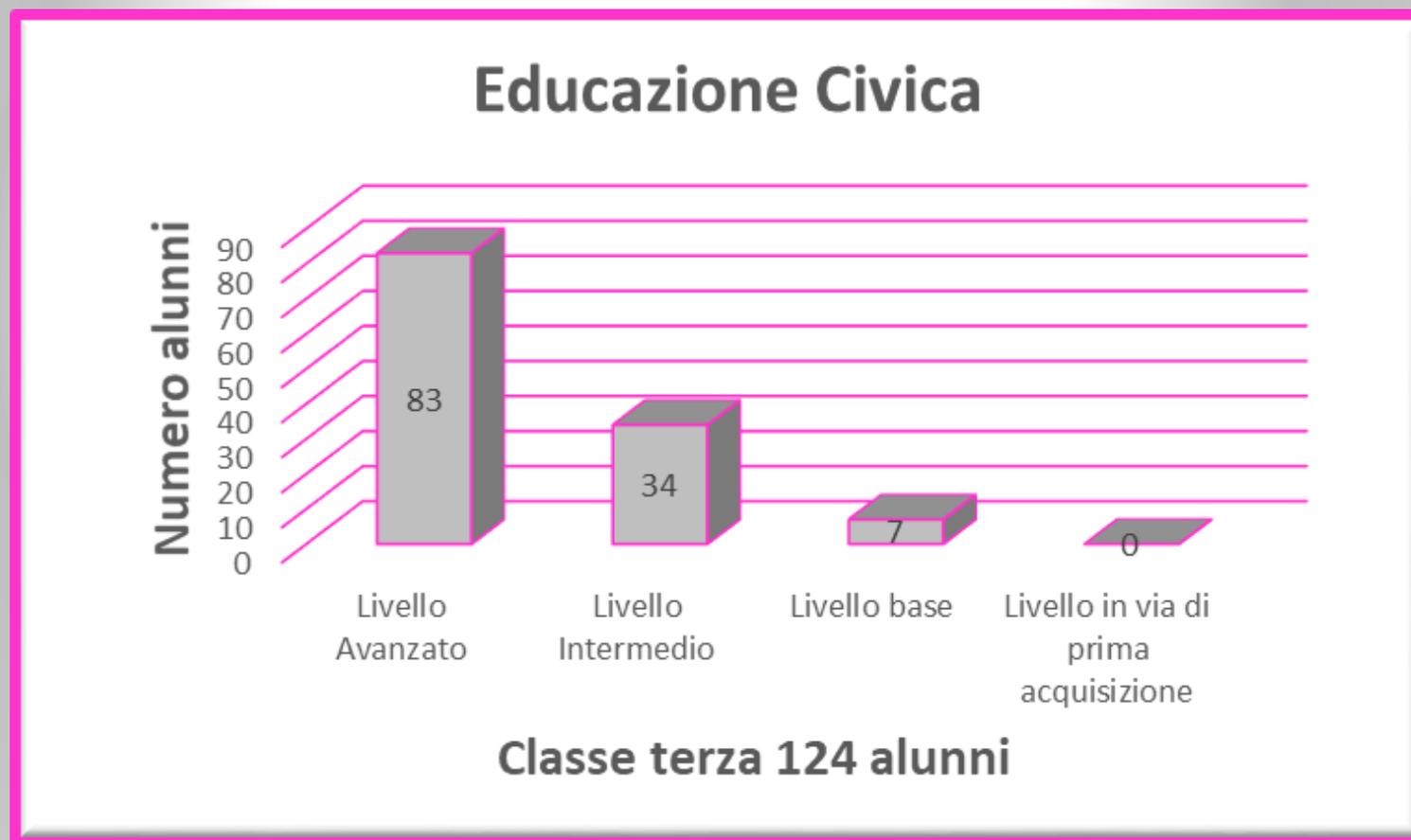
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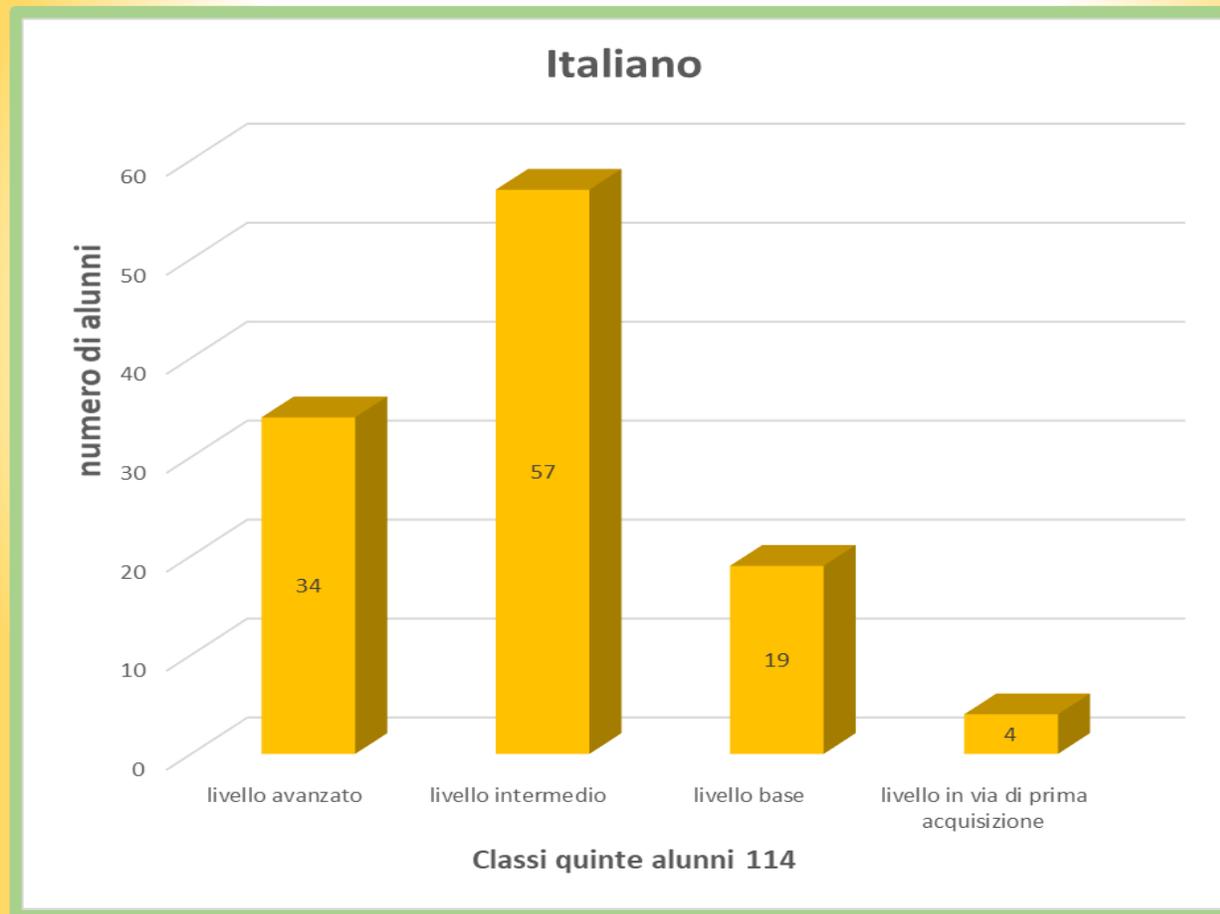
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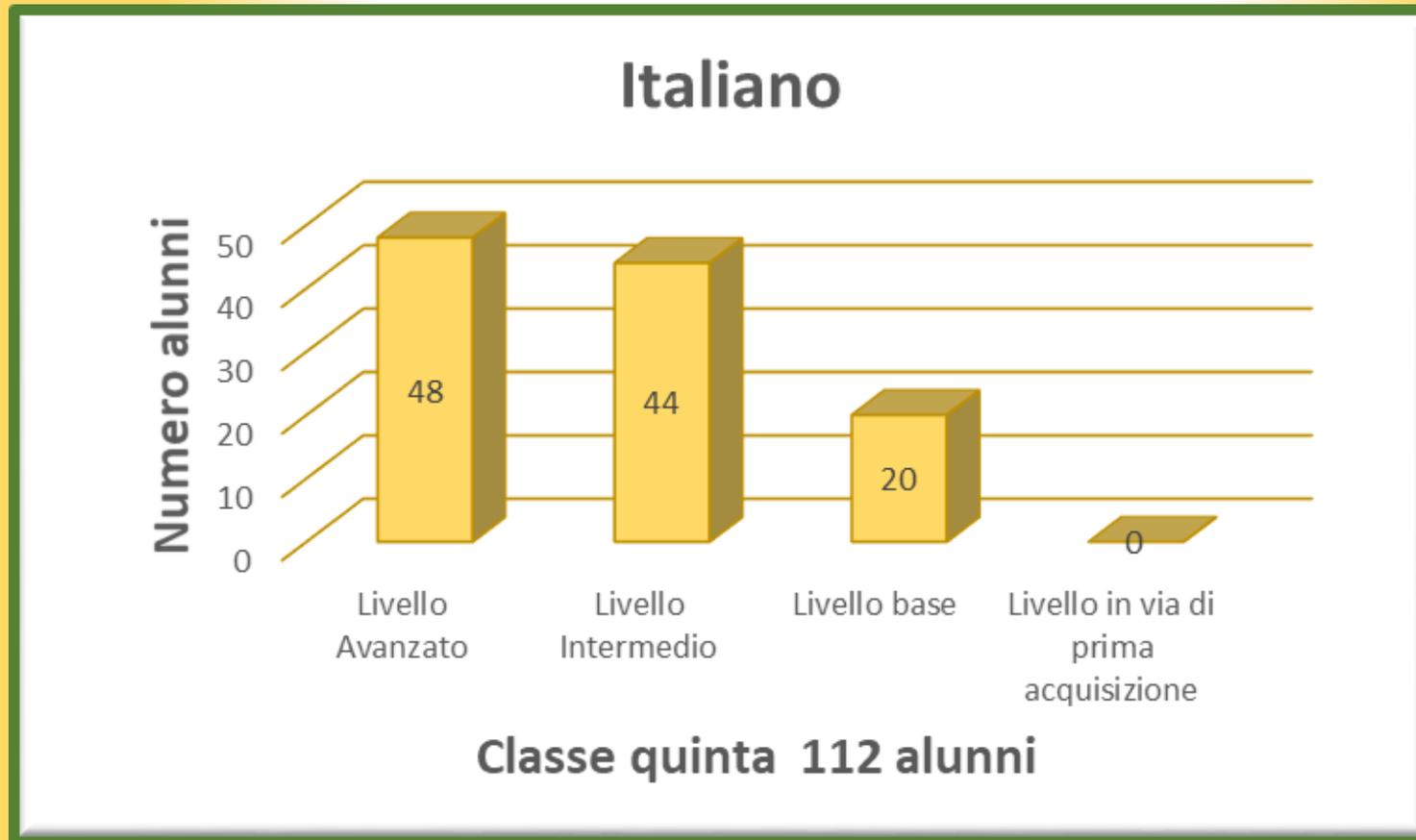
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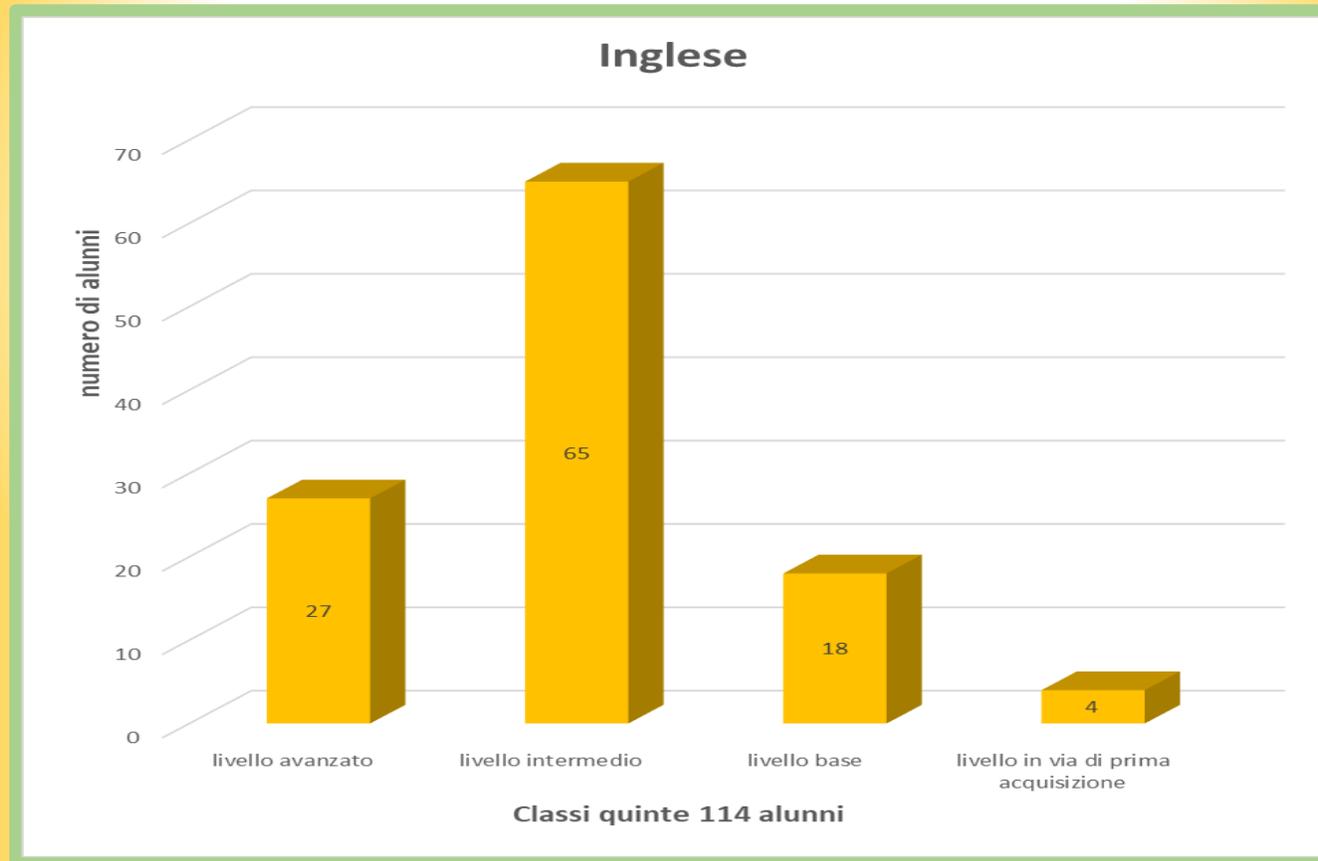
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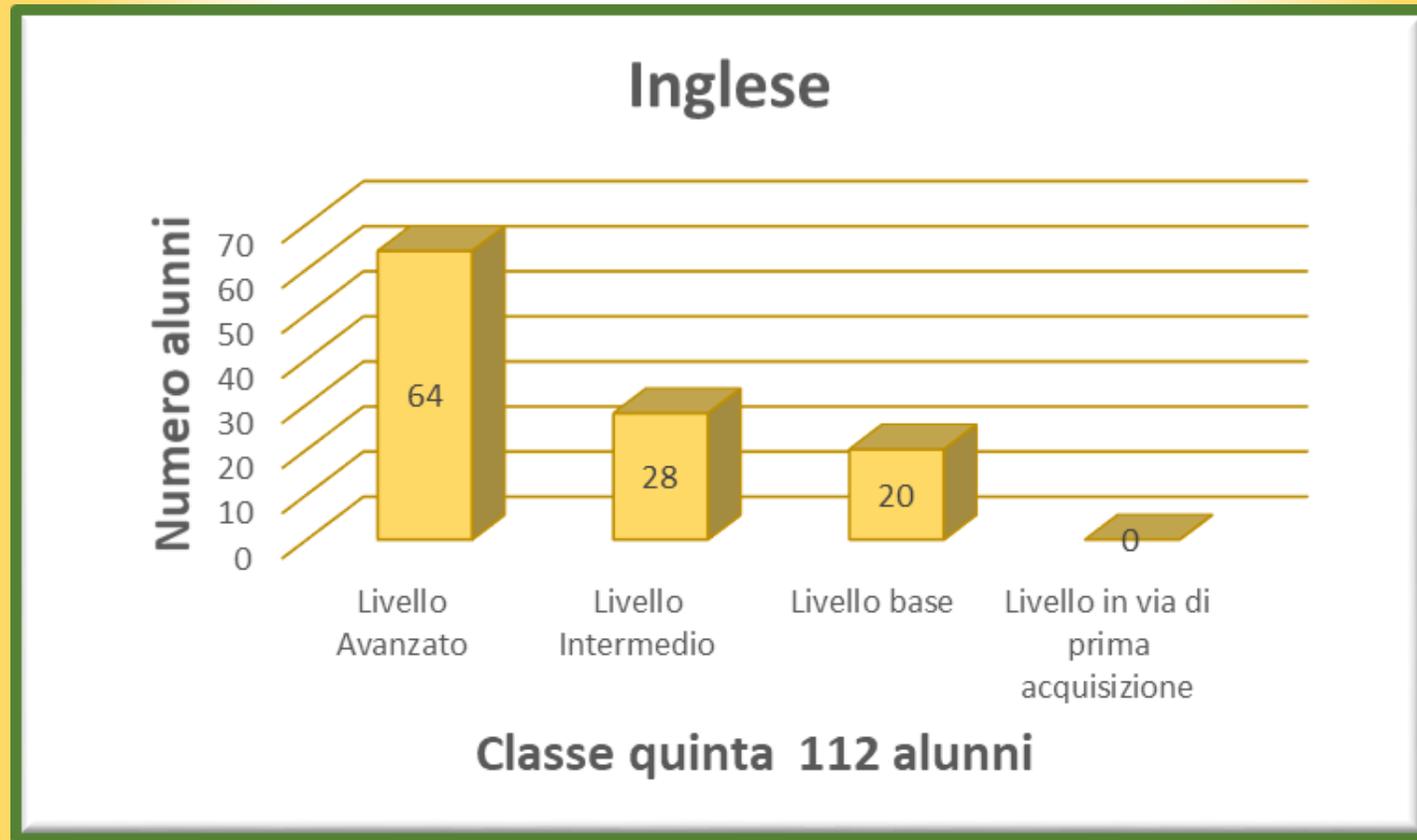
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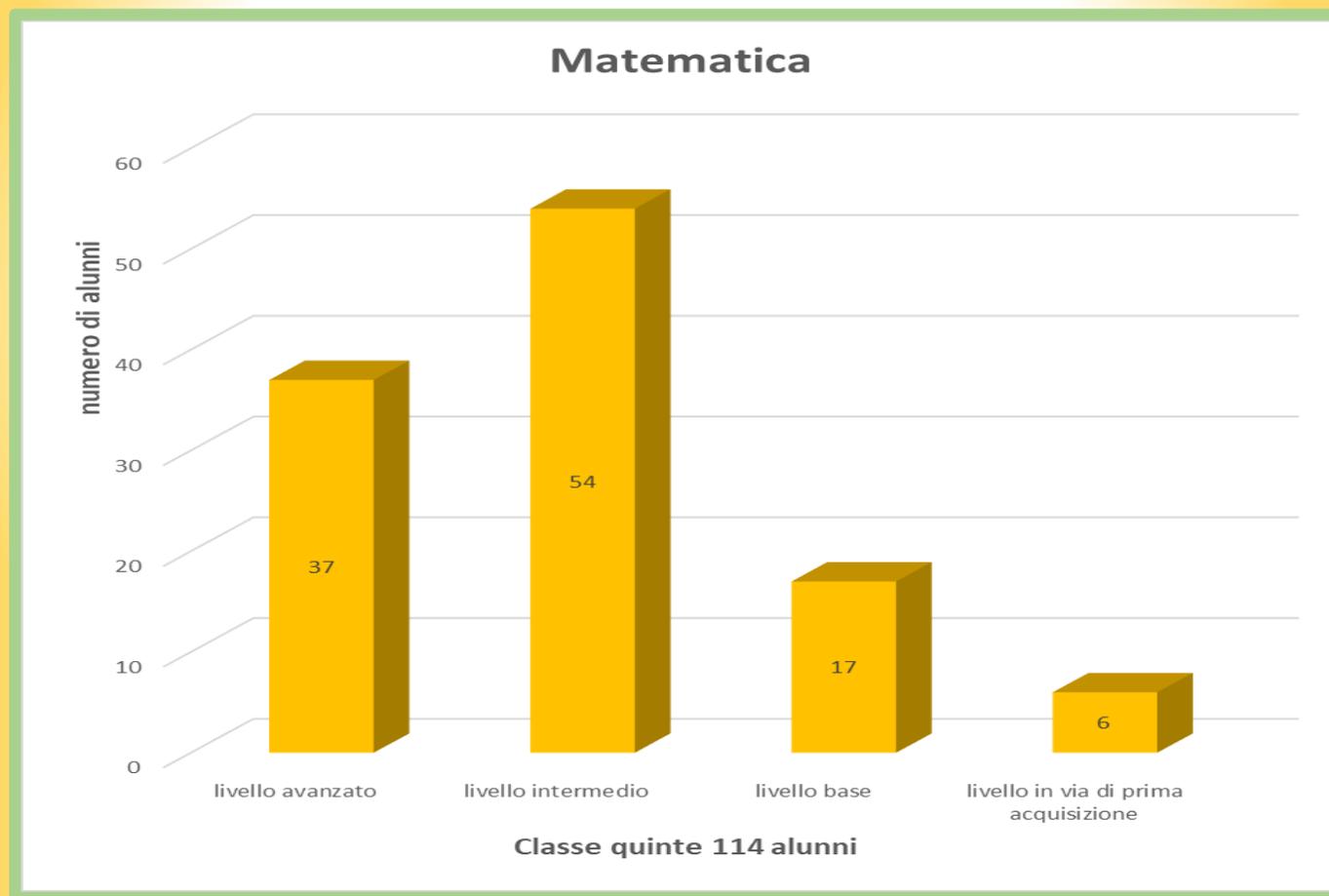
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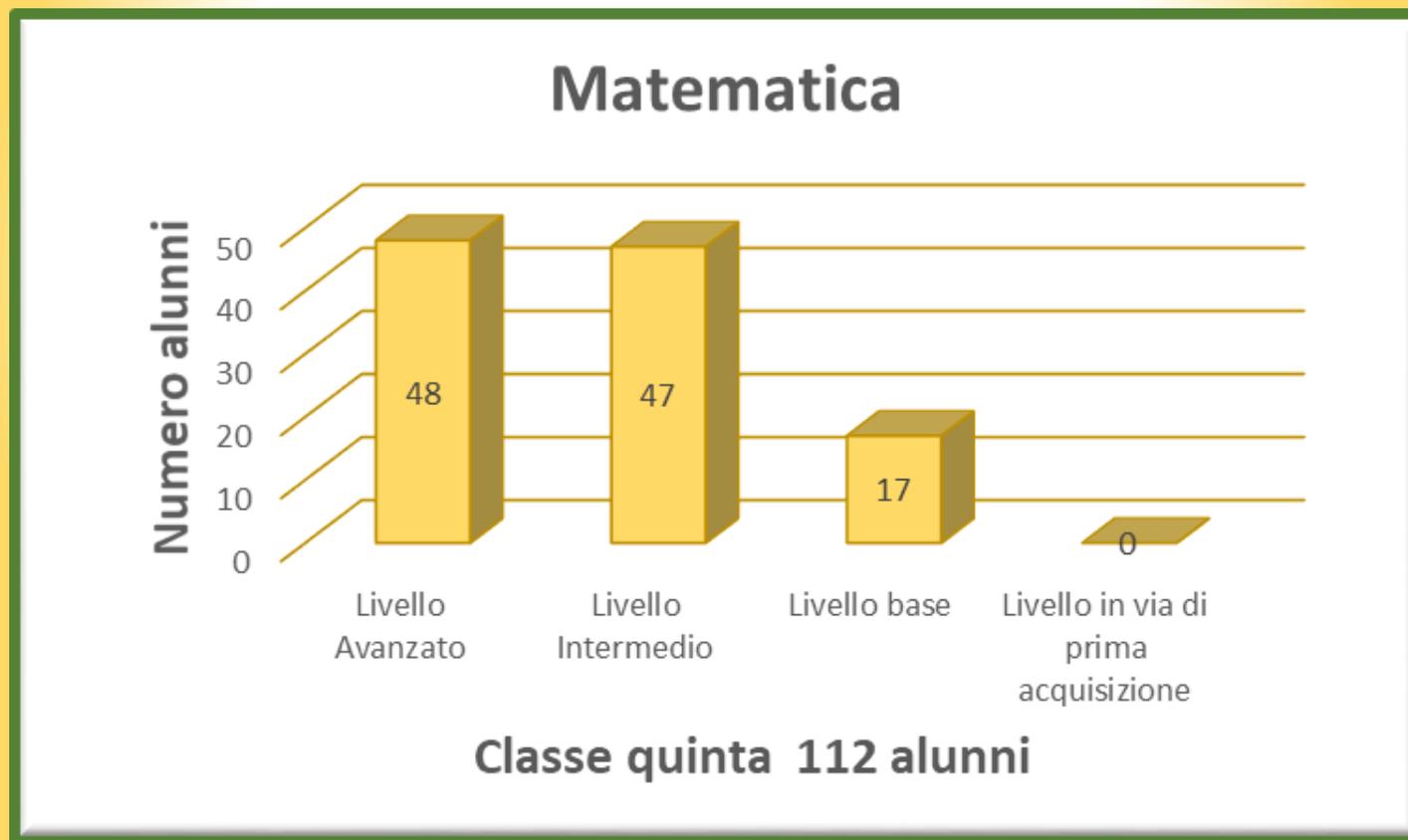
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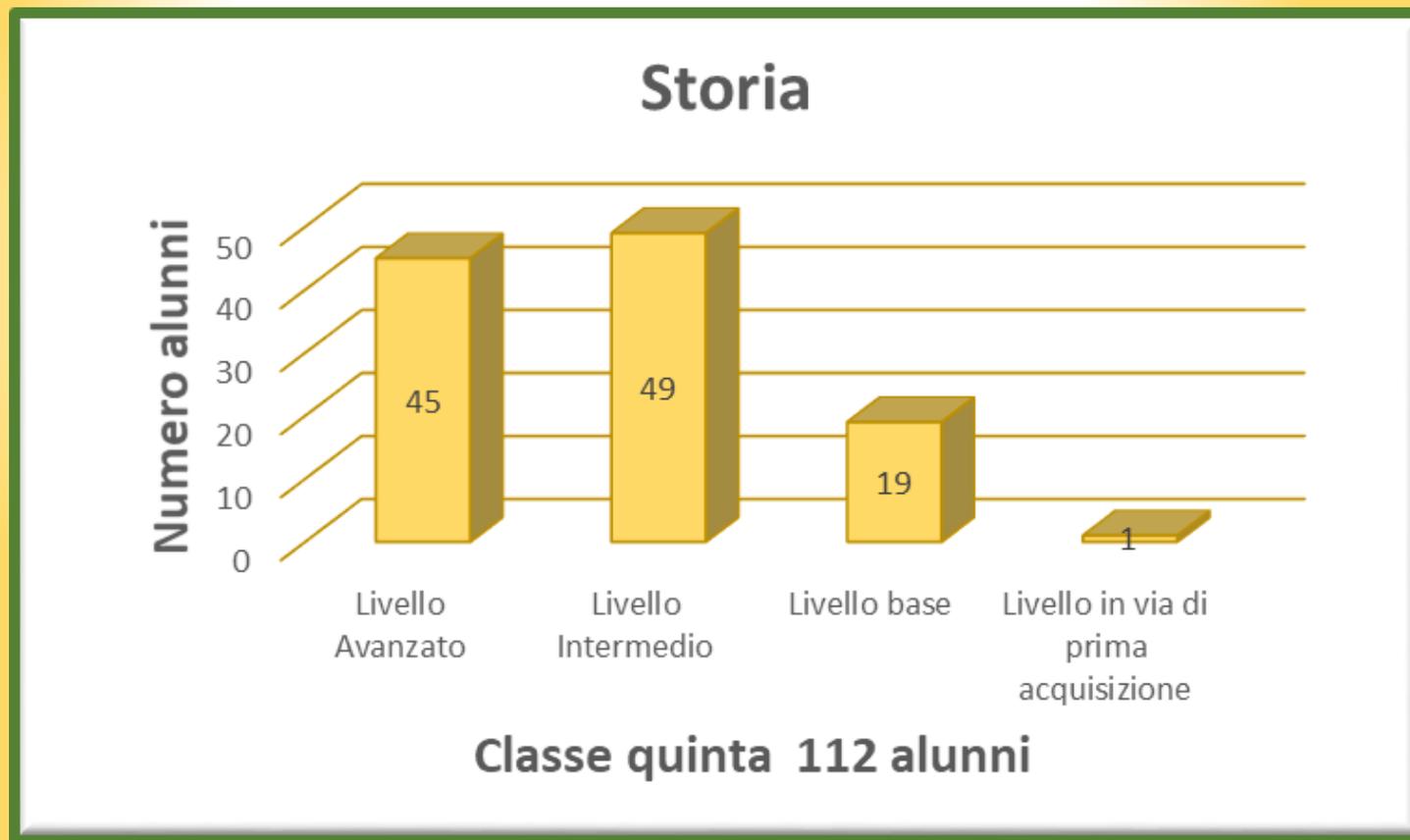
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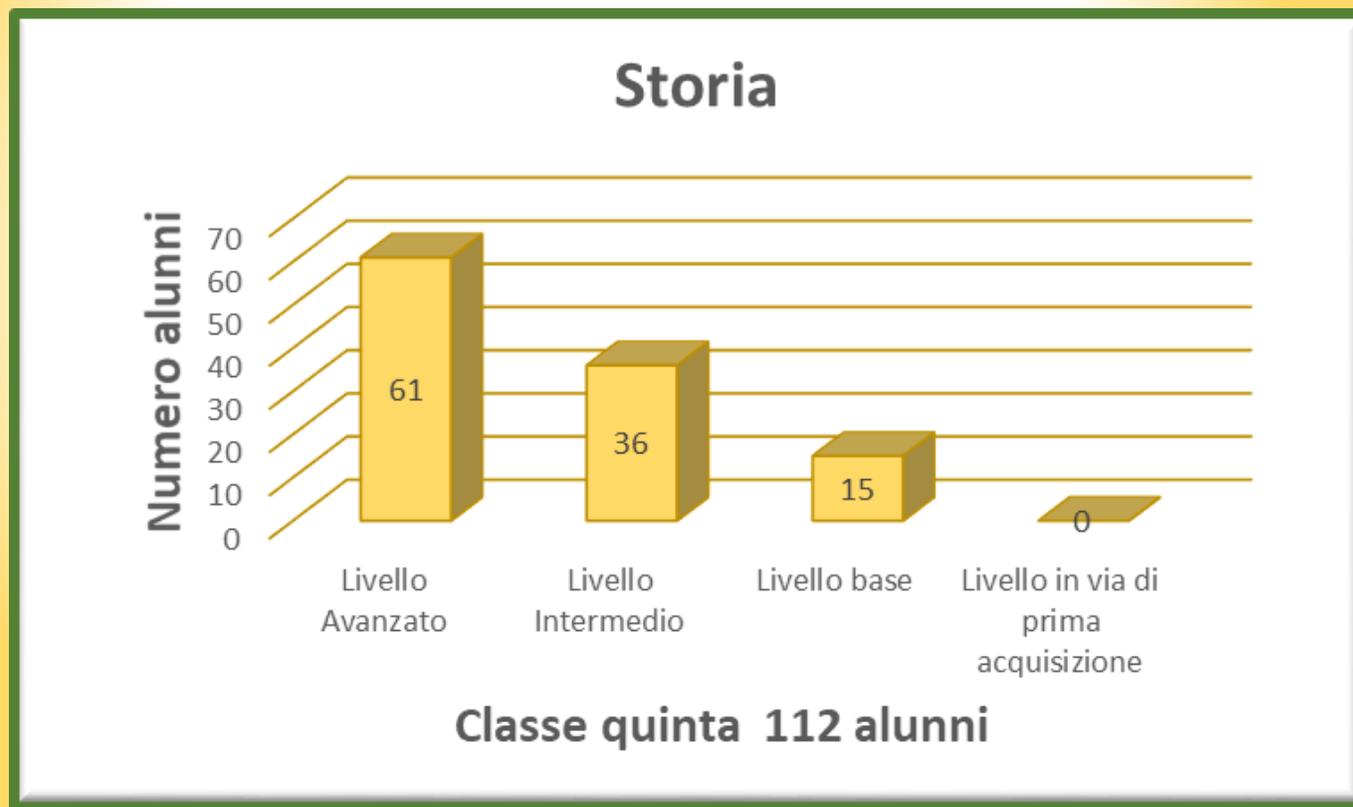
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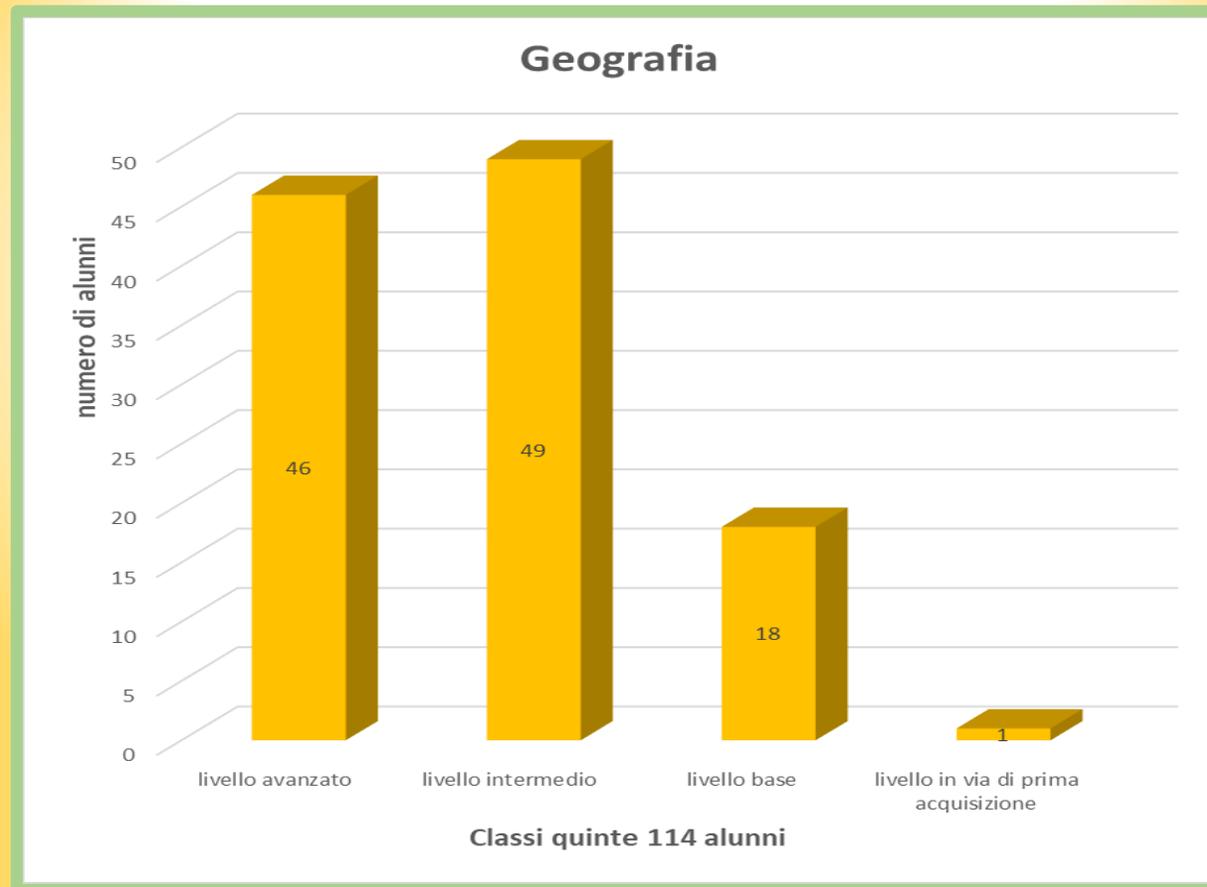
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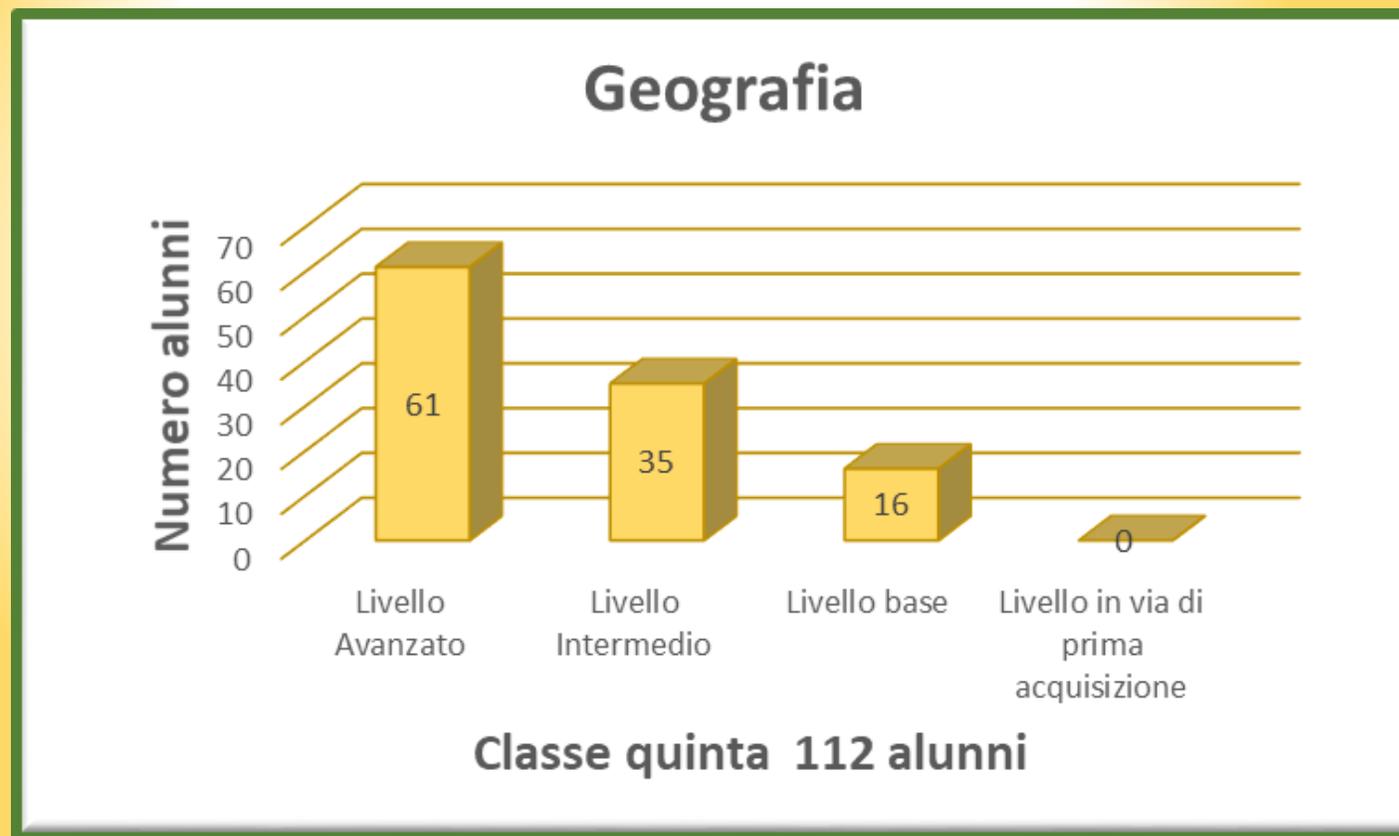
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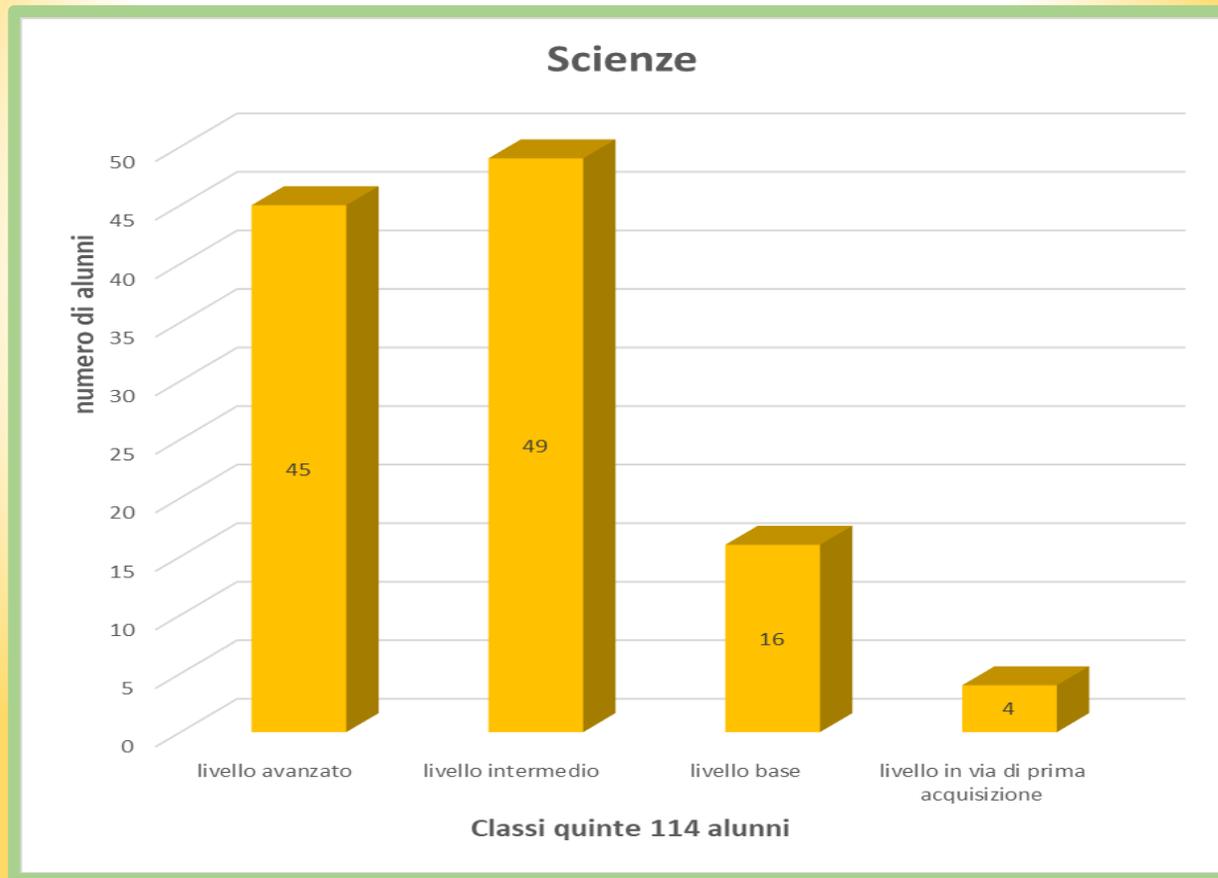
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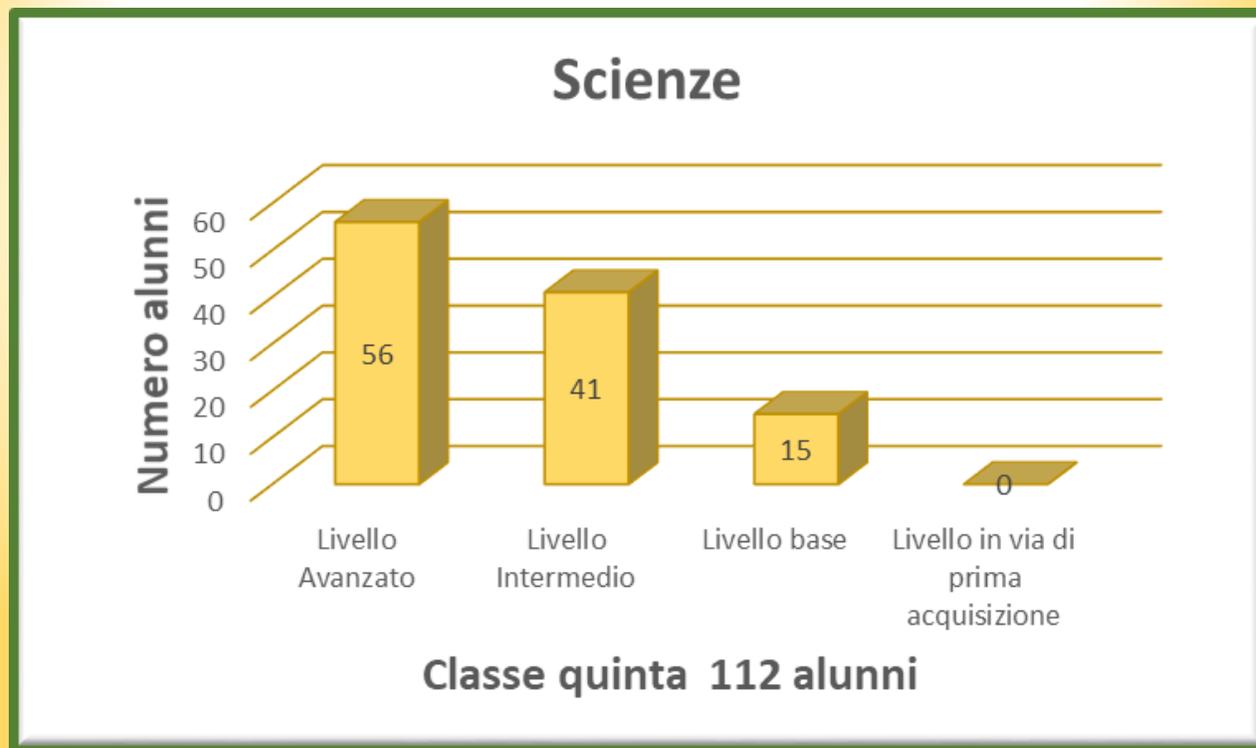
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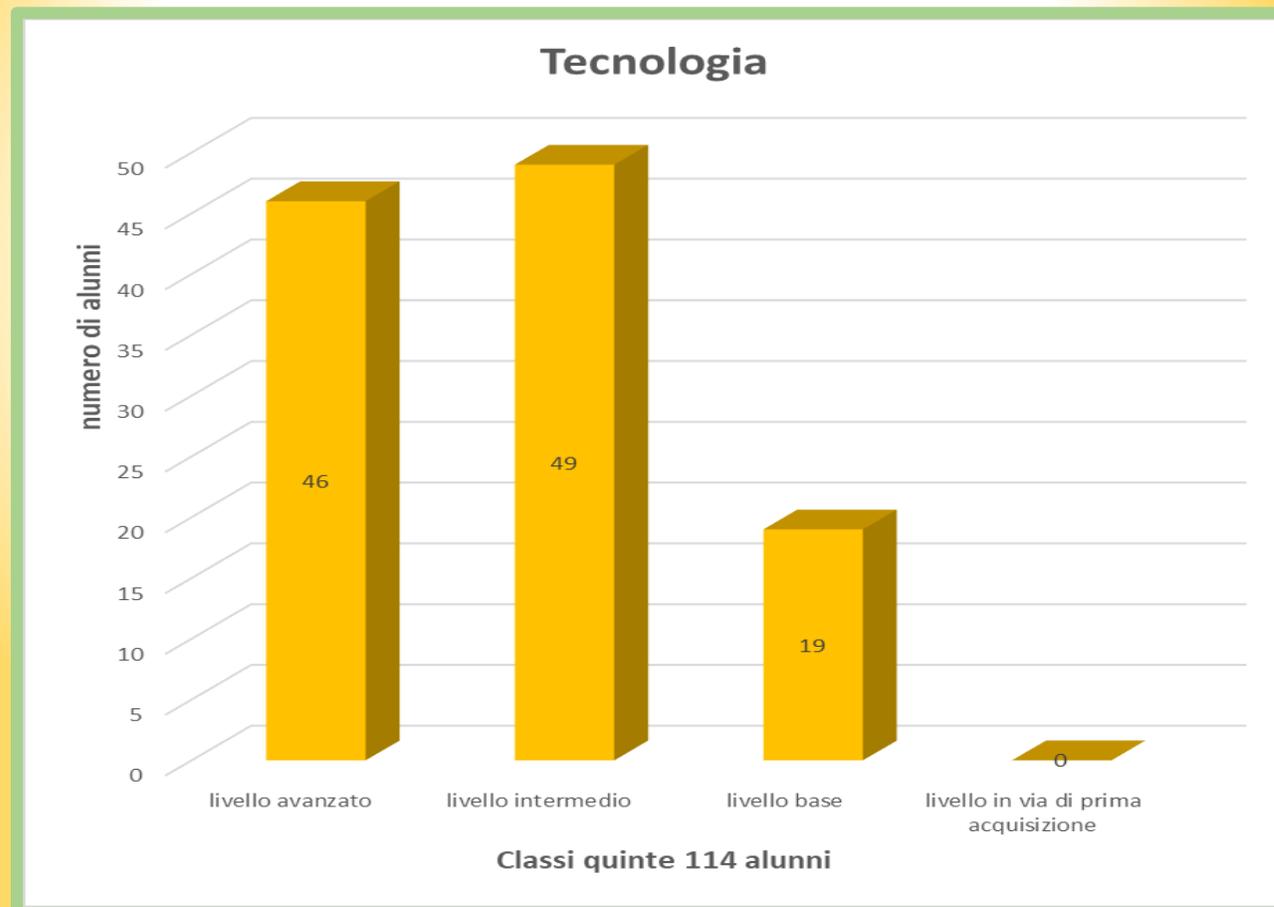
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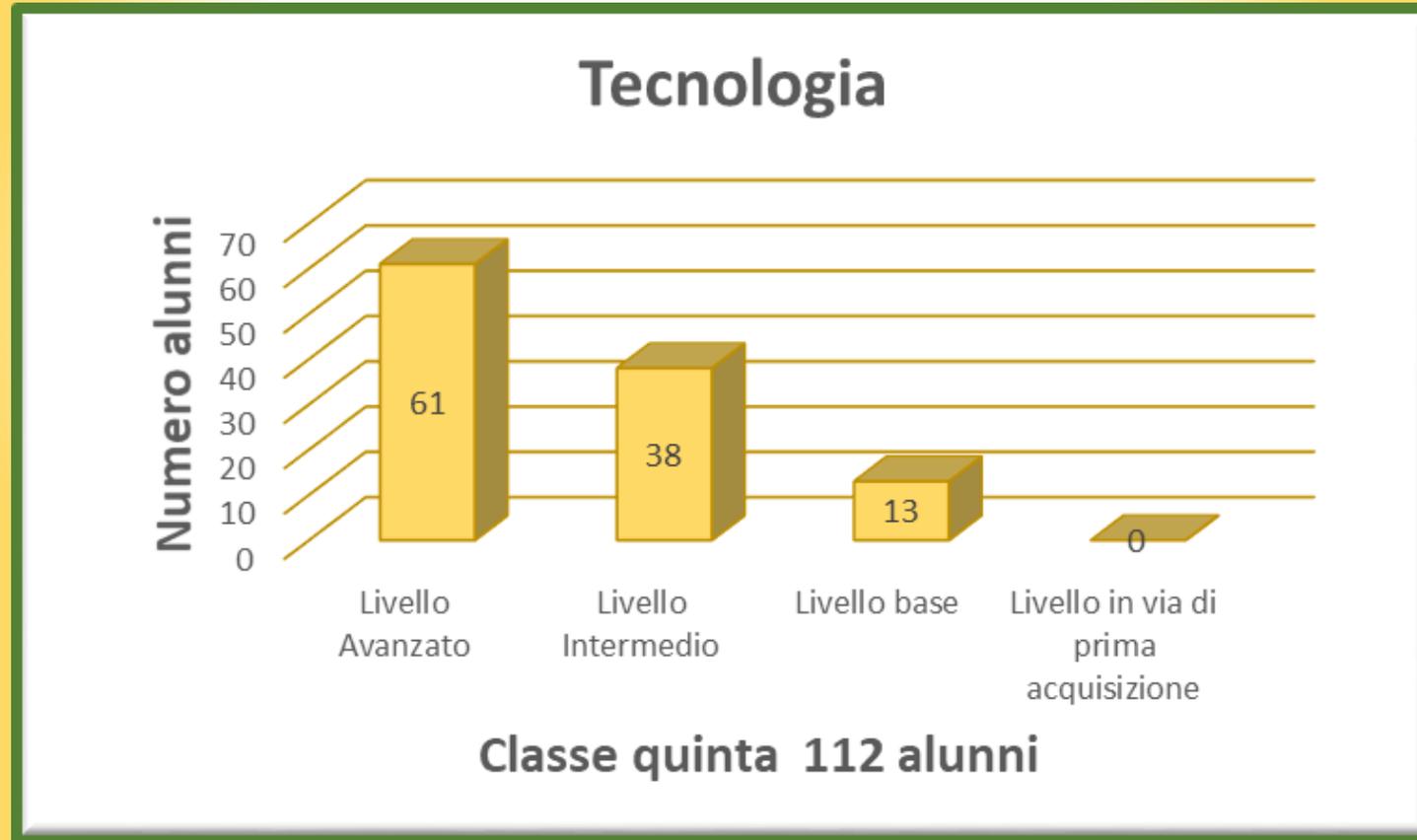
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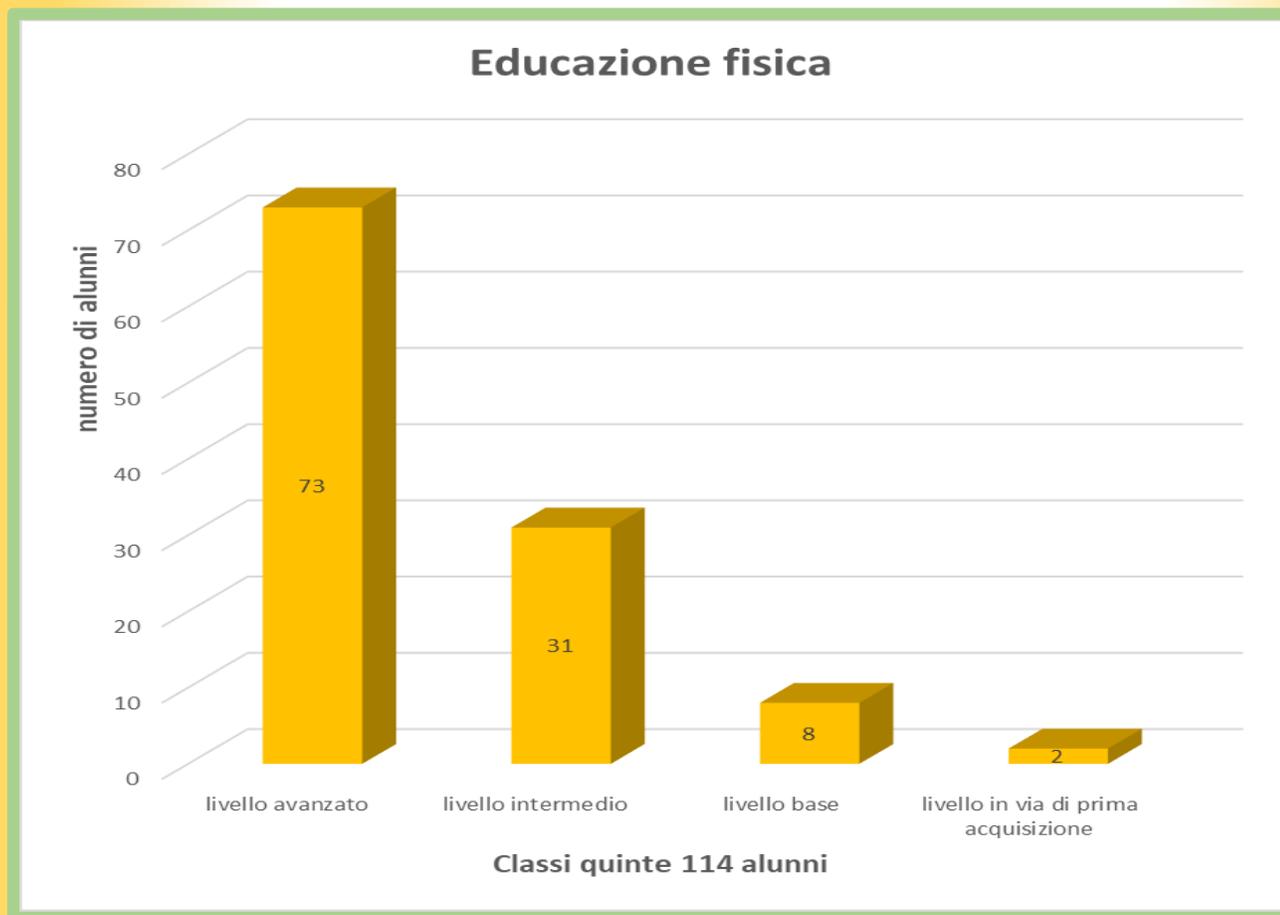
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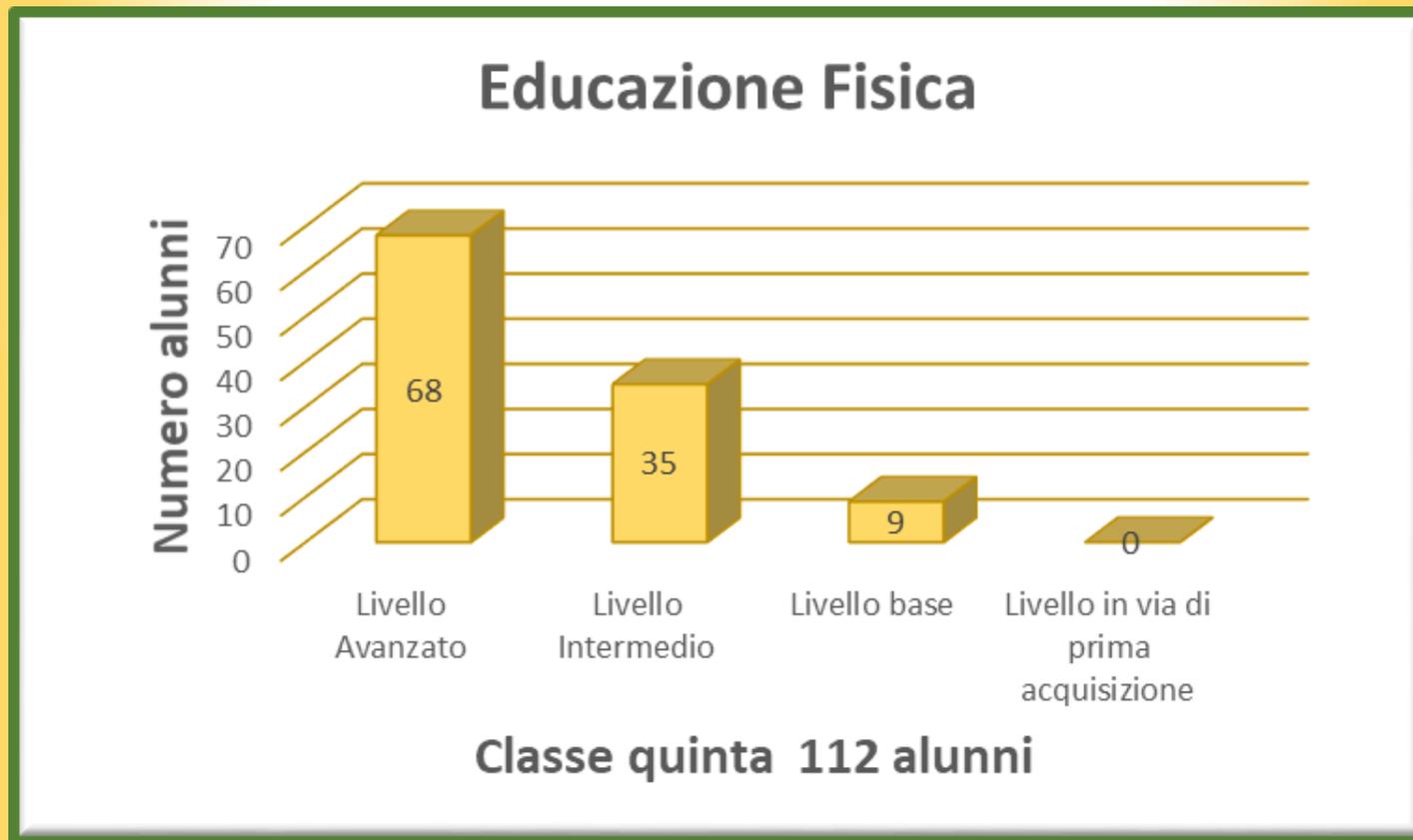
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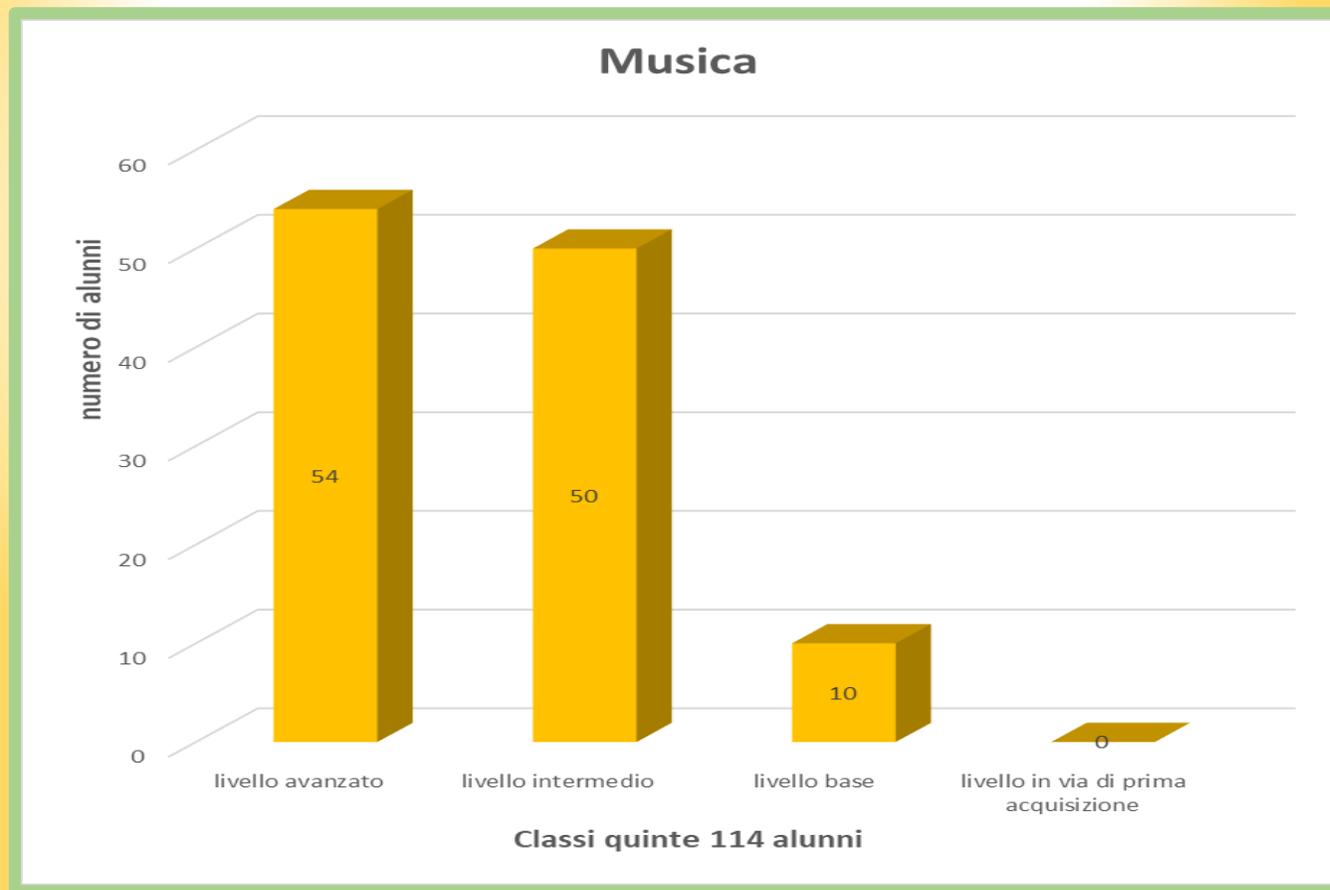
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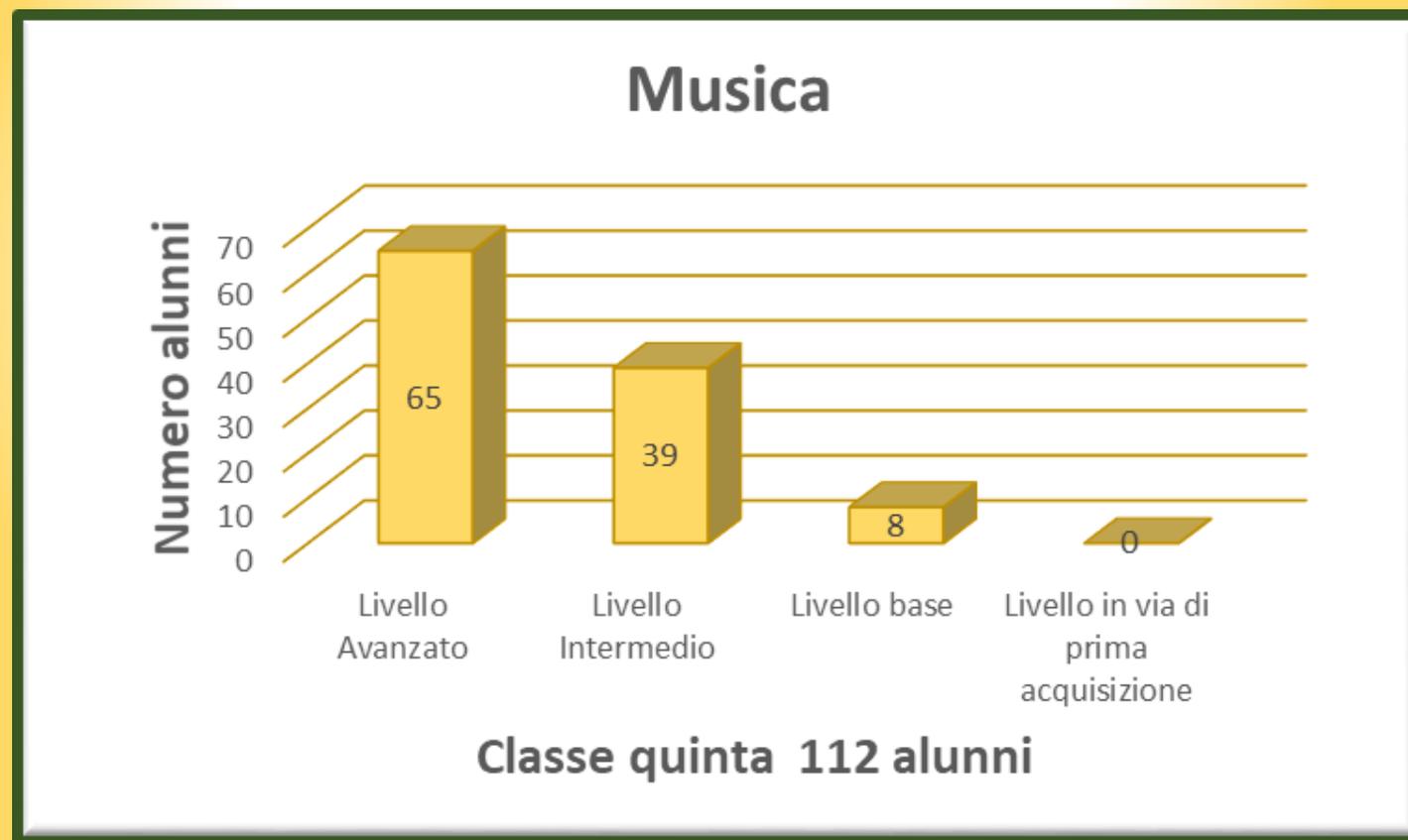
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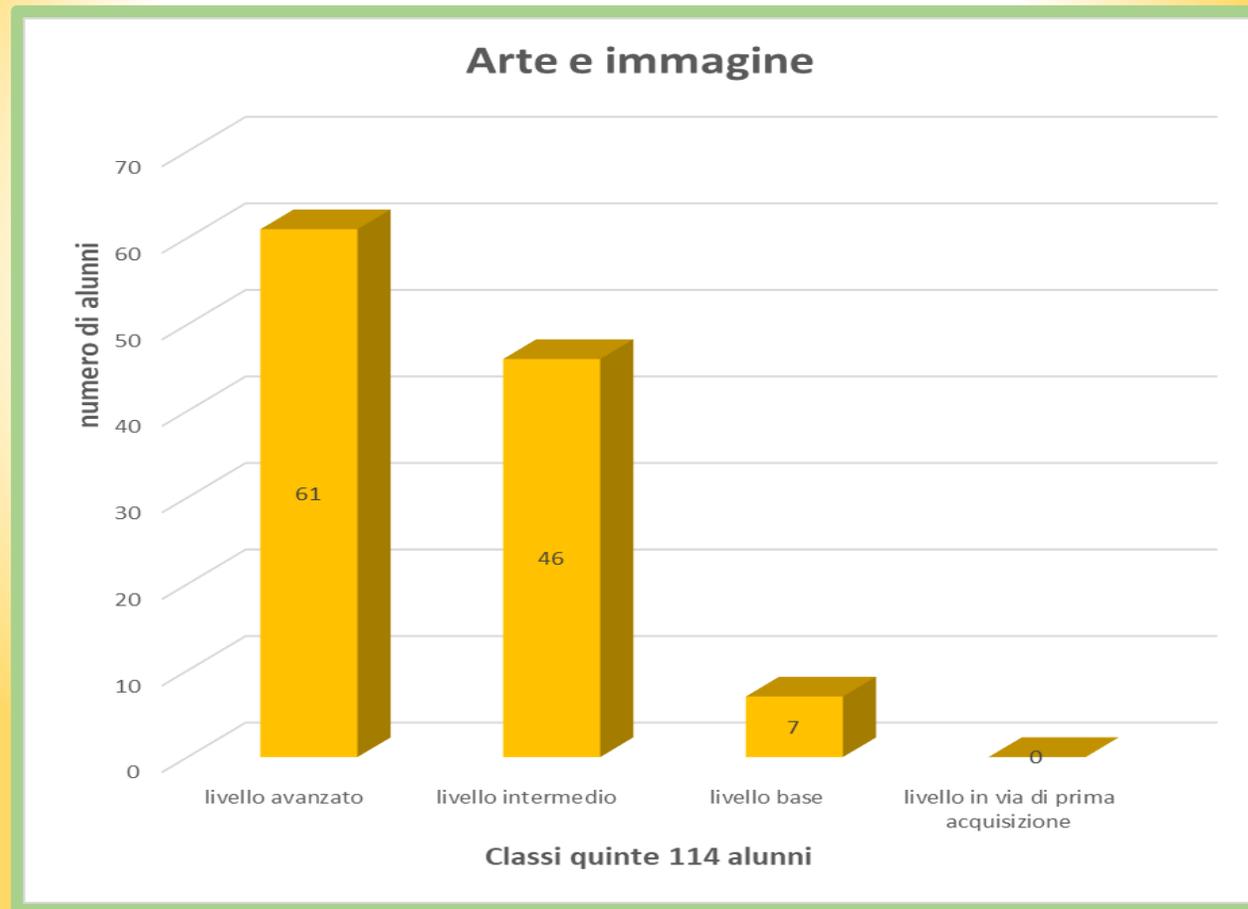
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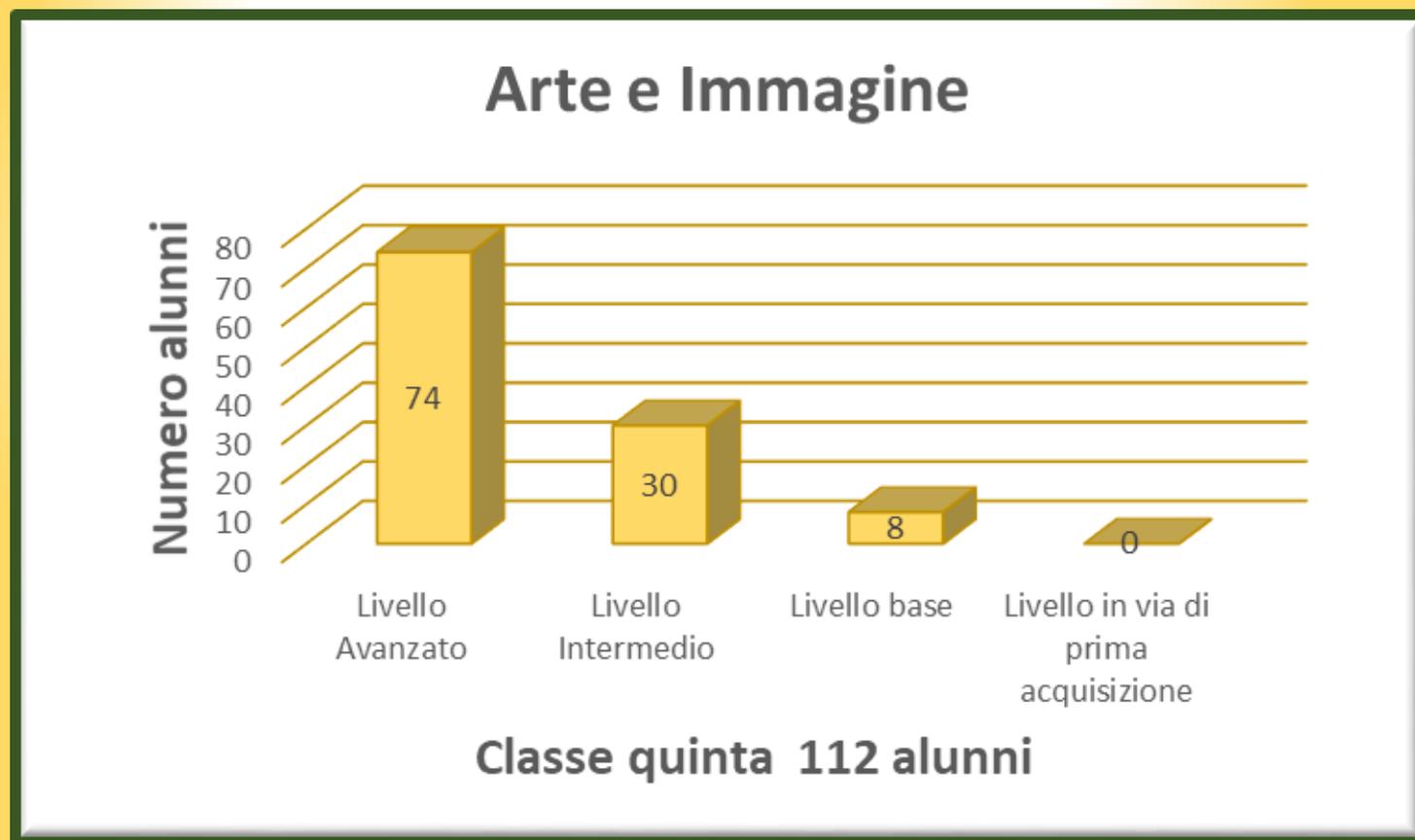
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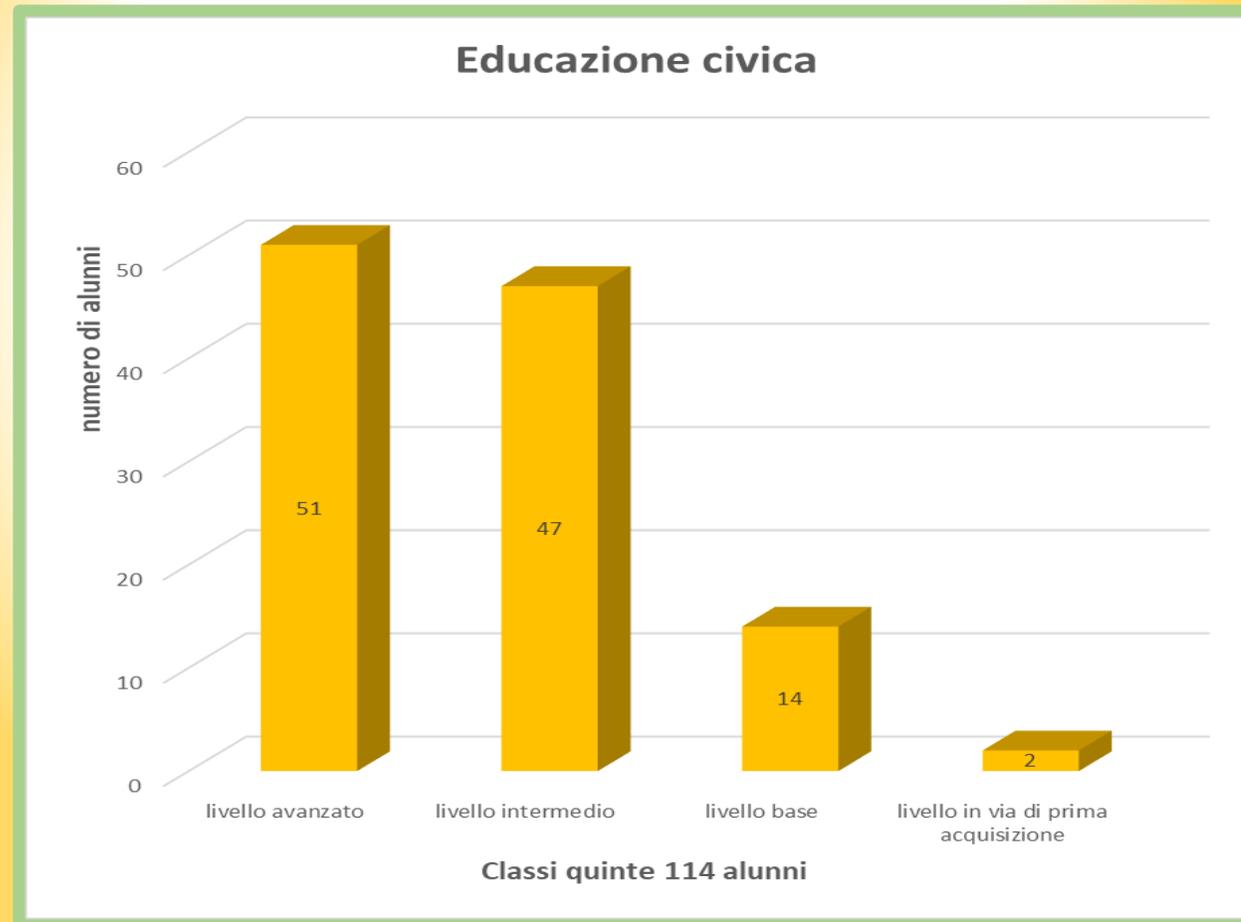
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Il quadrimestre



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