

2nd FLIP+ Event
Italian case study
June 2019, 6
Rome

INVALSI: National Institute for Evaluation of School System - Public independent body

Main activities:

1. School evaluation
2. National Testing
3. Implementation of international Surveys
(PISA, TIMSS, PIRLS, ICCS, TALIS,
ICILS)

- **Pre-Kindergarten (0-3) and Kindergarten (3-6)**
- **Comprehensive school:**
 - ✓ primary school (grade 1-5)
 - ✓ low secondary school (grade 6-8)
 - ✓ First State Examination (end of 8th grade)
- **High secondary school (grade 9-13). Three main tracks:**
 - ✓ Academic
 - ✓ Technical
 - ✓ Vocational
 - ✓ Second State Examination (end of 13th grade)



Subjects:

1. Reading comprehension and use of Italian
2. Mathematics
3. English as foreign language:
 - *reading* comprehension
 - *listening* comprehension



Grades & Subjects:

	Grade 2	Grade 5	Grade 8	Grade 10	Grade 13
Italian					
Mathematics					
English					

	From s.y. 2018-19
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National testing (3)



FLIP+, Rome - June 2019, 6-7

Grades	# of students	Survey
Grade 2	560.000	Census
Grade 5	570.000	Census
Grade 8	565.000	Census
Grade 10	540.000	Census
Grade 13	535.000	Census
TOTAL	2.770.000	



Test administration:

	2018	2019	2020	2021	2022
Grade 2	P & P	P & P	P & P	P & P	P & P
Grade 5	P & P	P & P	P & P	P & P	CBT*
Grade 8	CBT	CBT	CBT	CBT	CBT
Grade 10	CBT	CBT	CBT	CBT	CBT
Grade 13		CBT	CBT	CBT	CBT

*To be confirmed



Main test characteristics

1. Fully online
2. Based on item banks
3. Balanced optimal block design
4. High-stake (grade 8 and grade 13)
5. Low-stake (grade 10)
6. Census based
7. Longitudinal design
8. Explicit connection with national guidelines and CEFR
9. Results expressed on a longitudinal proficiency scale
10. Mainly not released



General aspects:

A. LEGISLATIVE FRAMEWORK:

- **law # 80/2013** defines the general aspects of Italian national test system
- **law # 62/2017** defines:
 - grades
 - test administration method
 - relation with the State examinations

B. PHASE 1 (2016-2017):

- **item banks** implementation
- **platform** implementation
- **field trials:**
 - sample based
 - census based (BQ in grade 10)



C. PHASE 2 (2017-2018):

- **test** implementation (84 different tests):
 - 14 Italian grade 8
 - 14 Math grade 8
 - 14 **English (reading)** grade 8
 - 14 **English (listening)** grade 8
 - 14 Italian grade 10
 - 14 Math grade 10
- **platform** implementation:
 - data ingestion
 - adaptation for special need students
 - adaptation for linguistic minorities (German, French, Slovenian)



D. PHASE 3 (2018-2019):

- **test** implementation (84 different tests):
 - 14 Italian grade 8
 - 14 Math grade 8
 - 14 English (*reading*) grade 8
 - 14 English (*listening*) grade 8
 - 14 Italian grade 10
 - 14 Math grade 10
 - 14 Italian grade 13
 - 36 Math grade 13
 - 14 **English (*reading*) grade 13**
 - 14 **English (*listening*) grade 13**

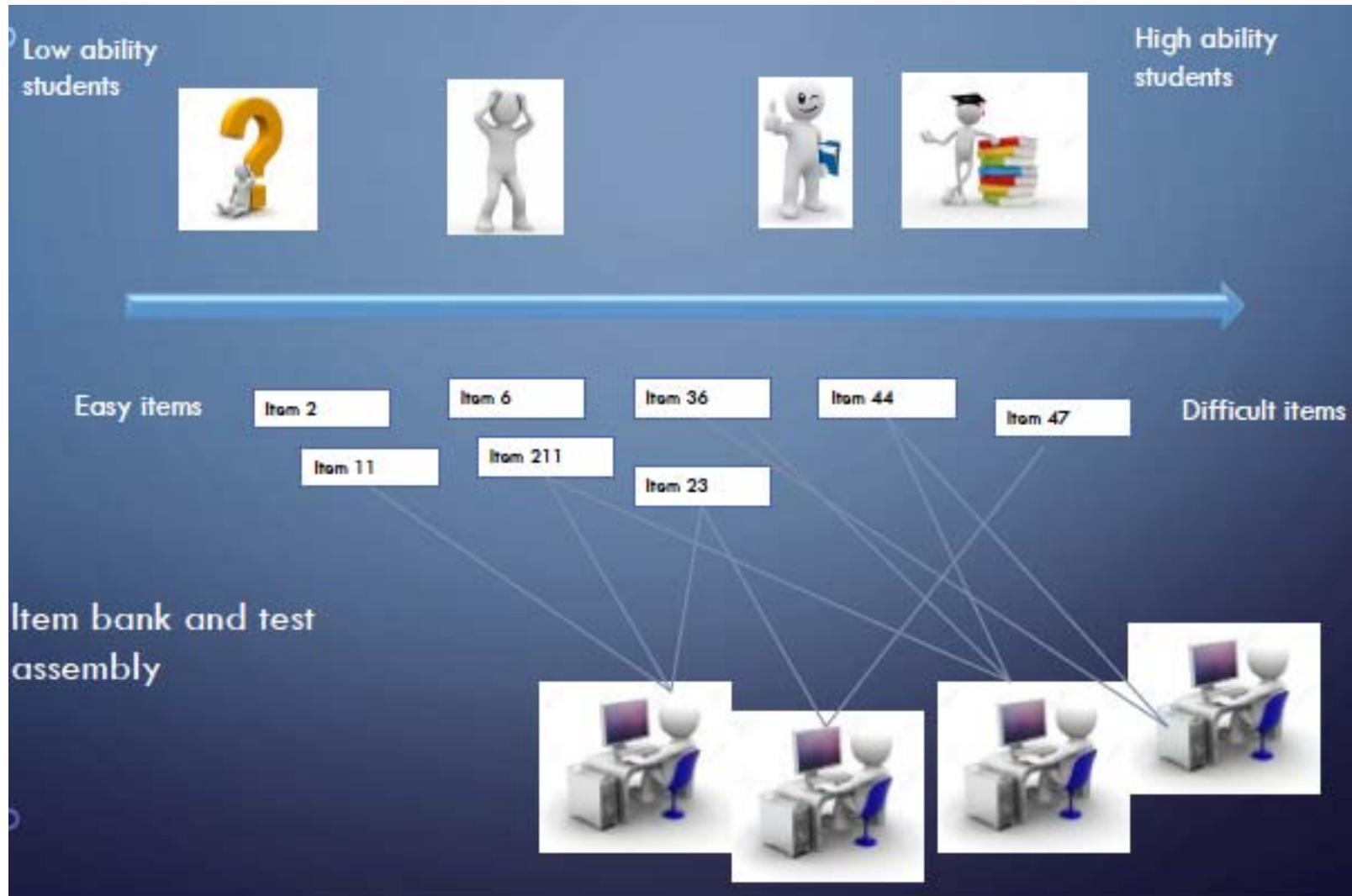


E. PHASE 4 (MAY - JULY 2019):

- **GRADE 8** (May-July 2019):
 - standard settings
 - certification at individual level
 - data analysis (*sample classes*) for national report (10th July 2019)
- **GRADE 13** (May-July 2019):
 - standard settings
 - certification at individual level
 - data analysis (*sample classes*) for national report (10th July 2019)



Results to the system



- By returning the results through proficiency levels one tries to overcome the **lack of standards** of the national curriculum (reading comprehension and mathematics).
- The restitution of results through proficiency levels allows to increase the **comparability** of results among different schools and among different regions.
- The construction of diachronic and longitudinal results scales is intended to facilitate the **improvement** process within each school.
- The annual monitoring at census level aims to promote the raising of the general **equity** of the national education system.



What we would like to share...

- Technology
- New developments
- Implementation strategies
- Item banks
- Methodological aspects
- Learning analytics approach
- (Multistage) CAT implementation



What we would like to discuss...

- Policy implications
- Methodological implications
- New challenges:
 - ✓ Soft skills
 - ✓ Learning analytics/process data
 - ✓ ...
- Security
- Cooperative assessment environments
- ...

