

## ASSESSMENT RUBRIC - ITALIAN - YEAR 1- 2 PRIMARY SCHOOL

| LEARNING GOALS   | SCALE   |   |   |   |
|--|---|---|---|---|
|  | Scale 4 - Advanced  | Scale 3 - Intermediate  | Scale 2 - Basic   | Scale 1 - Developing  |
| <p><b>Listening and Speaking:</b><br/>The student listens, understands, and speaks in communicative exchanges in a relevant way. He/she relates the parts of a text correctly.</p> | <p>the student completes tasks both in familiar and unfamiliar situations, using a variety of resources both provided by the teacher and found elsewhere, independently and continuously.</p> | <p>the student completes tasks in familiar situations independently, autonomously, and continuously; he/she is able to complete tasks in unfamiliar situations when using the resources provided by the teacher or found elsewhere, even if discontinuously and not fully autonomous.</p> | <p>the student completes tasks only in familiar situations and when using the resources provided by the teacher, either autonomously but discontinuously, or not autonomously, but with continuity.</p> | <p>the student completes the tasks only in familiar situations and only when supported by a teacher who provides the resources.</p> |
| <p><b>Reading:</b><br/>The student correctly reads sentences and simple texts and understands contents.</p>  |   |   |   |   |
| <p><b>Writing:</b><br/>The student correctly writes short sentences and simple texts following spelling rules.</p>   |   |   |   |   |
| <p><b>Linguistic Reflection:</b><br/>The student understands and correctly applies morphological and spelling rules when writing.</p>  |   |   |   |   |
| COMPETENCES  |   |   |   |   |
| <p><b>The student listens to, reads and understands simple texts, gathering information.</b><br/>He/she writes simple, correctly spelled, texts.</p>                               | Advanced  | Intermediate  | Basic   | Developing  |
| <p><b>The student takes appropriate actions in relation to the context and the activity.</b></p>   |   |   |   |   |
| <p><b>The student is independent in reading and writing.</b></p>   |   |   |   |   |

## ASSESSMENT RUBRIC - ITALIAN- YEAR 3- 4-5 PRIMARY SCHOOL

| LEARNING GOALS  | SCALE   |   |   |   |
|---|---|---|---|---|
|   | Scale 1 - Advanced  | Scale 2 - Intermediate  | Scale 3 - Basic   | Scale 1 - Developing  |
| <p><b>Listening and Speaking:</b><br/>The student listens to and correctly understands the meaning of texts of various styles and interacts appropriately in communicative exchanges.</p> | <p>the student completes tasks both in familiar and unfamiliar situations, using a variety of resources both provided by the teacher and found elsewhere, independently and continuously.</p> | <p>the student completes tasks in familiar situations independently, autonomously, and continuously; he/she is able to complete tasks in unfamiliar situations when using the resources provided by the teacher or found elsewhere, even if discontinuously and not fully autonomous.</p> | <p>the student completes tasks only in familiar situations and when using the resources provided by the teacher, either autonomously but discontinuously, or not autonomously, but with continuity.</p> | <p>the student completes the tasks only in familiar situations and only when supported by a teacher who provides the resources.</p> |

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| <p><b>Reading:</b><br/>The student correctly reads and understands texts of various kinds. He/she identifies explicit and implicit information and uses purpose-appropriate reading strategies.</p> |  |  |  |  |
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| <p><b>Writing:</b><br/>The student correctly writes different texts of various kinds, respecting the main orthographic and morpho-syntactic rules; he/she applies strategies to elaborate summaries.</p> |          |              |       |            |
| <p><b>Linguistic Reflection:</b><br/>The student confidently recognizes the logical-syntactical organization of the sentence. He/she discriminates the parts of speech appropriately.</p>                |          |              |       |            |
| <p><b>COMPETENCES</b></p>  |          |              |       |            |
| <p><b>Listening and Speaking: the student communicates in the mother tongue or the target language by taking turns and formulating clear and relevant messages.</b></p>                                  | Advanced | Intermediate | Basic | Developing |
| <p><b>Reading: the student reads, analyzes and understands various types of texts, including children's literature, and formulates personal opinions.</b></p>  |          |              |       |            |
| <p><b>Writing: the student writes texts of various kinds, correct in spelling and consistent with the topic; he/she reworks simple texts, completing, transforming and summarizing them.</b></p>         |          |              |       |            |
| <p><b>The student takes appropriate actions in relation to the context and activities.</b></p>   |          |              |       |            |
| <p><b>The student uses subject-specific terms in oral and written communication.</b></p>   |          |              |       |            |

## ASSESSMENT RUBRIC - ENGLISH - YEAR 1- 2 PRIMARY SCHOOL

| <b>LEARNING GOALS</b>  | <b>SCALE</b>   |  |  |  |
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|  | <b>Scale 4 - Advanced</b>  | <b>Scale 3 - Intermediate</b>  | <b>Scale 2 - Basic</b>   | <b>Scale 1 - Developing</b>  |
| <b>Listening:</b><br>The student listens and understands vocabulary, simple instructions, expressions, as well as short sentences when spoken clearly and slowly.                        | the student completes tasks both in familiar and unfamiliar situations, using a variety of resources both provided by the teacher and found elsewhere, independently and continuously. | the student completes tasks in familiar situations independently, autonomously, and continuously; he/she is able to complete tasks in unfamiliar situations when using the resources provided by the teacher or found elsewhere, even if discontinuously and not fully autonomous. | the student completes tasks only in familiar situations and when using the resources provided by the teacher, either autonomously but discontinuously, or not autonomously, but with continuity. | the student completes the tasks only in familiar situations and only when supported by a teacher who provides the resources. |
| <b>Speaking:</b><br>The student talks and interacts correctly and appropriately. He/she uses short and simple expressions referring to familiar contexts.                                |  |  |  |  |
| <b>Reading:</b><br>The student reads correctly and understands simple words and phrases.   |  |  |  |  |
| <b>Writing :</b><br>The student writes or copies vocabulary or simple sentences that he/she has already been exposed to orally.  |  |  |  |  |
| <b>COMPETENZE</b>  |  |  |  |  |
| <b>The student listens to and understands words, short and simple oral texts, communicates using simple chunks; he/she is able to globally recognize the morpheme of familiar words.</b> | Advanced   | Intermediate   | Basic  | Developing   |

### ASSESSMENT RUBRIC - ENGLISH - YEAR 3- 4-5 PRIMARY SCHOOL

| LEARNING GOALS    | SCALE   |   |   |   |
|-------------------|---|---|---|---|
|                   | Scale 4 - Advanced  | Scale 3 - Intermediate  | Scale 2 - Basic   | Scale 1 - Developing  |
| <b>Listening:</b> | <p>the student completes tasks both in familiar and unfamiliar situations, using a variety of resources both provided by the teacher and found elsewhere, independently and continuously.</p> | <p>the student completes tasks in familiar situations independently, autonomously, and continuously; he/she is able to complete tasks in unfamiliar situations when using the resources provided by the teacher or found elsewhere, even if discontinuously and not fully autonomous.</p> | <p>the student completes tasks only in familiar situations and when using the resources provided by the teacher, either autonomously but discontinuously, or not autonomously, but with continuity.</p> | <p>the student completes the tasks only in familiar situations and only when supported by a teacher who provides the resources.</p> |

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| <p>The student listens attentively, understands and carries out tasks correctly, adequately understands everyday expressions and phrases, identifies the main theme in spoken discourse with the help of visual aids.</p> |  |  |  |  |
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| <p><b>Speaking :</b><br/>The student talks and interacts correctly and appropriately in simple interactions and linguistic exchanges related to familiar topics; he/she gives and asks for information.</p>         |          |              |       |            |
| <p><b>Reading:</b><br/>The student reads and understands simple texts and messages, when using visual aids too.</p>   |          |              |       |            |
| <p><b>Writing:</b><br/>The student writes simple sentences, messages, and short texts following a given structure. He/she confidently writes simple words in dictation exercises.</p>                               |          |              |       |            |
| <p><b>COMPETENCES</b></p>   |          |              |       |            |
| <p><b>Listening: the student understands short dialogues, everyday messages and identifies the general topic of discussion; he/she understands short multimedia texts.</b></p>                                      | Advanced | Intermediate | Basic | Developing |
| <p><b>Speaking: the student describes people, objects and places; he/she talks about simple facts familiar to him/her; he/she interacts effectively when speaking to a peer.</b></p>                                |          |              |       |            |
| <p><b>Reading: the student reads and understands simple texts, even when using visual aids. He/she identifies cultural elements of Anglo-Saxon civilization and makes comparisons with his/her own culture.</b></p> |          |              |       |            |
| <p><b>Writing: the student writes short, simple messages to introduce him/herself, to greet, thank or invite other people.</b></p>  |          |              |       |            |

| LEARNING GOALS   | SCALE  |  |  |  |
|--|--|--|--|--|
|  | Scale 4 - Advanced   | Scale 3 - Intermediate   | Scale 2 - Basic  | Scale 1 - Developing   |
| <b>USE OF SOURCES</b><br>The student uses the sources confidently to get knowledge about his/her own past.   | the student completes tasks both in familiar and unfamiliar situations, using a variety of resources both provided by the teacher and found elsewhere, independently and continuously. | the student completes tasks in familiar situations independently, autonomously, and continuously; he/she is able to complete tasks in unfamiliar situations when using the resources provided by the teacher or found elsewhere, even if discontinuously and not fully autonomous. | the student completes tasks only in familiar situations and when using the resources provided by the teacher, either autonomously but discontinuously, or not autonomously, but with continuity. | the student completes the tasks only in familiar situations and only when supported by a teacher who provides the resources. |
| <b>RESEARCH AND COLLECT INFORMATION</b><br>The student appropriately places facts and experiences on a timeline. He/she is able to recognize the right order of events in a story.   |  |  |  |  |
| <b>CONCEPTUAL TOOLS</b><br>The student understands the concept of time adequately. He/she is able to order in sequence: actions, events that have occurred, stories he/she has heard. He/she is able to grasp the function of conventional tools for measuring time. |  |  |  |  |
| <b>ORAL AND WRITTEN CONTENT DELIVERY</b><br>The student represents facts and experiences using drawings and simple captions. He/she reports in a simple and coherent way facts and stories using time indicators.  |  |  |  |  |
| <b>COMPETENCES</b>   |  |  |  |  |
| <b>USE OF RESOURCES</b><br>The student recognizes and explores historical sources and documents from the past.   | Advanced   | Intermediate   | Basic  | Developing   |
| <b>RESEARCH AND COLLECT INFORMATION</b><br>The student uses the timeline to organize simple information in chronological order.  |  |  |  |  |

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| <b>ORAL AND WRITTEN CONTENT DELIVERY</b><br>The student recalls past experiences, stories read or heard, using appropriate language. |  |  |  |  |
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**ASSESSMENT RUBRIC - HISTORY - YEAR 3- 4-5 PRIMARY SCHOOL**

| <b>LEARNING GOALS</b>  | <b>SCALE</b>   |  |  |  |
|--|--|--|--|--|
|  | <b>Scale 4 - Advanced</b>  | <b>Scale 3 - Intermediate</b>  | <b>Scale 2 - Basic</b>   | <b>Scale 1 - Developing</b>  |
| <b>USE OF SOURCES</b><br>The student has in-depth knowledge of sources, is able to relate information from multiple sources and verbalizes it clearly.   | the student completes tasks both in familiar and unfamiliar situations, using a variety of resources both provided by the teacher and found elsewhere, independently and continuously. | the student completes tasks in familiar situations independently, autonomously, and continuously; he/she is able to complete tasks in unfamiliar situations when using the resources provided by the teacher or found elsewhere, even if discontinuously and not fully autonomous. | the student completes tasks only in familiar situations and when using the resources provided by the teacher, either autonomously but discontinuously, or not autonomously, but with continuity. | the student completes the tasks only in familiar situations and only when supported by a teacher who provides the resources. |
| <b>RESEARCH AND COLLECT INFORMATION</b><br>The student adequately recognizes the actions of succession, contemporaneity and periodization in lived experiences; can correctly place events on a timeline.        |  |  |  |  |
| <b>CONCEPTUAL TOOLS</b><br>The student understands and organizes information correctly in relation to indicators of civilization; he/she understands the relationship between environment and ways of life.      |  |  |  |  |
| <b>ORAL AND WRITTEN CONTENT DELIVERY</b><br>The student is able to deliver the content he/she studied using history-relevant vocabulary; he/she reworks the knowledge learnt to produce outlines and narratives. |  |  |  |  |
| <b>COMPETENCES</b>   |  |  |  |  |



|  | Advanced | Intermediate | Basic | Developing |
|--|----------|--------------|-------|------------|
| <b>USE OF RESOURCES</b><br>The student is familiar with historical sources and uses them to reconstruct past events  |          |              |       |            |
| <b>RESEARCH AND COLLECTING INFORMATION</b><br>The student uses the timeline to organize information; knows and identifies successions, simultaneity and durations.   |          |              |       |            |
| <b>CONCEPTUAL TOOLS</b><br>The student relates the characteristics of his/her environment to the ways of life of early human groups and civilizations.   |          |              |       |            |
| <b>ORAL AND WRITTEN CONTENT DELIVERY</b><br>The student is able to deliver the content he/she studied in the form of a historiographical report. He/she can produce simple historical texts using digital tools and resources. |          |              |       |            |

| LEARNING GOALS   | SCALE  |  |  |  |
|--|--|--|--|--|
|  | Scale 4 - Advanced   | Scale 3 - Intermediate   | Scale 2 - Basic  | Scale 1 - Developing   |
| <b>LOCATIONAL KNOWLEDGE</b><br>The student recognizes his/her own and others' positions and knows how to move in a known space using the main topological indicators accurately.   | the student completes tasks both in familiar and unfamiliar situations, using a variety of resources both provided by the teacher and found elsewhere, independently and continuously. | the student completes tasks in familiar situations independently, autonomously, and continuously; he/she is able to complete tasks in unfamiliar situations when using the resources provided by the teacher or found elsewhere, even if discontinuously and not fully autonomous. | the student completes tasks only in familiar situations and when using the resources provided by the teacher, either autonomously but discontinuously, or not autonomously, but with continuity. | the student completes the tasks only in familiar situations and only when supported by a teacher who provides the resources. |
| <b>GEOGRAPHY-RELATED VOCABULARY</b><br>The student correctly describes the lived space and its elements with specific language.  |  |  |  |  |
| <b>LANDSCAPE:</b><br>The student recognizes and precisely names the main characteristics (both physical and anthropic) that characterize landscapes.   |  |  |  |  |
| <b>PLACE KNOWLEDGE:</b><br>The student confidently identifies spaces inside and outside the school and their functions. He/she is able to reconstruct a path in a familiar space and can present it appropriately, using symbology and scaling it correctly. |  |  |  |  |
| <b>COMPETENCES</b>   |  |  |  |  |
| <b>The student is able to position him/herself in space using topological references.</b>  | Advanced   | Intermediate   | Basic  | Developing   |
| <b>The student uses the appropriate language to analyze the main elements of the territory.</b>  |  |  |  |  |
| <b>The student recognizes different spaces in his/her living environment with specific characteristics and functions.</b>  |  |  |  |  |

## ASSESSMENT RUBRIC - GEOGRAPHY - YEAR 3- 4-5 PRIMARY SCHOOL

| <b>LEARNING GOALS</b>   | <b>SCALE</b>  |   |   |   |
|---|---|---|---|---|
|   | <b>Scale 4 -<br/>Advanced</b>   | <b>Scale 3 -<br/>Intermediate</b>   | <b>Scale 2 -<br/>Basic</b>  | <b>Scale 1 -<br/>Developing</b>   |
| <p><b>GEOGRAPHY-RELATED VOCABULARY</b><br/>l'alunno/a conosce ed espone le informazioni in modo preciso utilizzando il lessico specifico e le raccoglie in una corretta mappa di sintesi.</p>   | <p>the student completes tasks both in familiar and unfamiliar situations, using a variety of resources both provided by the teacher and found elsewhere, independently and continuously.</p> | <p>the student completes tasks in familiar situations independently, autonomously, and continuously; he/she is able to complete tasks in unfamiliar situations when using the resources provided by the teacher or found elsewhere, even if discontinuously and not fully autonomous.</p> | <p>the student completes tasks only in familiar situations and when using the resources provided by the teacher, either autonomously but discontinuously, or not autonomously, but with continuity.</p> | <p>the student completes the tasks only in familiar situations and only when supported by a teacher who provides the resources.</p> |
| <p><b>LOCATIONAL KNOWLEDGE</b><br/>The student is able to confidently position him/herself in space and on a map; he/she correctly describes the peculiar aspects of the territory.</p>   |   |   |   |   |
| <p><b>LANDSCAPE</b><br/>The student knows and accurately describes the elements of the Italian landscape; he/she is able to correctly identify similarities and differences with those in Europe and around the globe and the environmental elements to be protected.</p> |   |   |   |   |
| <p><b>PLACE KNOWLEDGE</b><br/>The student knows and is able to correctly locate the regions of Italy.</p>   |   |   |   |   |
| <b>COMPETENCES</b>  |   |   |   |   |
| <p><b>The student understands and uses the essential terminology of geography and interprets physical, political and thematic maps of the Italian territory and the planisphere.</b></p>  | Advanced  | Intermediate  | Basic   | Developing  |

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| The student is able to position him/herself in space and on a map using technological devices and cardinal points.  |  |  |  |  |
| The student recognizes and describes the characteristics of the physical and anthropic elements of the Italian territory and identifies similarities and differences with European landscapes as well as those of other continents. |  |  |  |  |

### ASSESSMENT RUBRIC - MATHEMATICS - YEAR 1- 2 PRIMARY SCHOOL

| LEARNING GOALS   | SCALE  |  |  |  |
|--|--|--|--|--|
|  | Scale 4 -<br>Advanced  | Scale 3 -<br>Intermediate  | Scale 2 -<br>Basic   | Scale 1 -<br>developing  |
| <b>NUMBERS:</b><br>The student recognizes and operates correctly with natural numbers, using them in tangible context.   | the student completes tasks both in familiar and unfamiliar situations, using a variety of resources both provided by the teacher and found elsewhere, independently and continuously. | the student completes tasks in familiar situations independently, autonomously, and continuously; he/she is able to complete tasks in unfamiliar situations when using the resources provided by the teacher or found elsewhere, even if discontinuously and not fully autonomous. | the student completes tasks only in familiar situations and when using the resources provided by the teacher, either autonomously but discontinuously, or not autonomously, but with continuity. | the student completes the tasks only in familiar situations and only when supported by a teacher who provides the resources. |
| <b>SPACE AND SHAPES:</b><br>The student confidently recognizes major plane geometric shapes. He/she recognizes and uses the most common topological connections accurately.                  |  |  |  |  |
| <b>CONNECTIONS, DATA AND ANTICIPATIONS:</b><br>The student collects data correctly and groups them into simple and precise graphical representations in order to confidently solve problems. |  |  |  |  |
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| COMPETENCES  |          |              |       |            |
|--|----------|--------------|-------|------------|
| The student uses written and mental computation with natural numbers. Applies properties and is able to identify calculation procedures. | Advanced | Intermediate | Basic | Developing |
| The student recognizes the main geometric figures and knows how to discriminate quantities.  |          |              |       |            |
| The student collects data to obtain information, builds diagrams, solves simple problems.  |          |              |       |            |

### ASSESSMENT RUBRIC - MATHEMATICS - YEAR 3- 4-5 PRIMARY SCHOOL

| LEARNING GOALS  | SCALE  |  |  |  |
|---|--|--|--|--|
|   | Scale 4 - Advanced   | Scale 3 - Intermediate   | Scale 2 - Basic  | Scale 1 - developing   |
| <b>NUMBERS:</b><br>The student reads, writes, represents, sorts out and operates with natural, decimal, and fractional numbers confidently and correctly.                               | the student completes tasks both in familiar and unfamiliar situations, using a variety of resources both provided by the teacher and found elsewhere, independently and continuously. | the student completes tasks in familiar situations independently, autonomously, and continuously; he/she is able to complete tasks in unfamiliar situations when using the resources provided by the teacher or found elsewhere, even if discontinuously and not fully autonomous. | the student completes tasks only in familiar situations and when using the resources provided by the teacher, either autonomously but discontinuously, or not autonomously, but with | the student completes the tasks only in familiar situations and only when supported by a teacher who provides the resources. |
| <b>SPACE AND SHAPES:</b><br>The student represents, describes, and works with geometric measurements and shapes confidently and accurately. He/she is able to solve problems correctly. |  |  |  |  |
| <b>CONNECTIONS, DATA AND ANTICIPATIONS:</b><br>The student solves problems by using correct techniques and calculation procedures.  |  |  |  |  |

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|   |          |              | continuity. |            |
| <b>COMPETENCES</b>  |          |              |             |            |
| <b>The student operates with familiar numbers, applying rules and calculation procedures.</b> | Advanced | Intermediate | Basic       | Developing |

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| <b>The student knows properties of plane and solid figures and classifies them according to various criteria; he/she solves problems using models, deductions and tools.</b> |  |  |  |  |
| <b>The student understands texts that involve logical and mathematical aspects; he/she constructs his/her reasoning by gathering data and formulating hypotheses.</b>        |  |  |  |  |

### ASSESSMENT RUBRIC - SCIENCE - YEAR 1- 2 PRIMARY SCHOOL

| LEARNING GOALS   | SCALE   |   |  |  |
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|  | Scale 4 - Advanced  | Scale 3 - Intermediate  | Scale 2 - Basic  | Scale 1 - developing   |
| <b>OBJECTS AND MATERIALS DESCRIPTION AND EXPLORATION:</b><br>The student develops curiosity towards the environment by using the five senses as a tool for perception in a safe and accurate manner. | the student completes tasks both in familiar and unfamiliar situations, | the student completes tasks in familiar situations independently, autonomously, and continuously; he/she is | the student completes tasks only in familiar situations and when using the | the student completes the tasks only in familiar situations and only when supported by a teacher who |

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| <b>FIELD OBSERVATION AND EXPERIMENTS:</b><br>The student carefully observes and shows interest in the life of plants and animals.                | using a variety of resources both provided by the teacher and found elsewhere, independently and continuously. | able to complete tasks in unfamiliar situations when using the resources provided by the teacher or found elsewhere, even if discontinuously and not fully autonomous. | resources provided by the teacher, either autonomously but discontinuously, or not autonomously, but with continuity. | provides the resources. |
| <b>MANKIND, LIVING BEINGS AND THE ENVIRONMENT:</b><br>The student recognizes and correctly describes the characteristics of his/her environment. |  |  |   |                         |
| <b>COMPETENCES</b>   |  |  |   |                         |
| <b>The student identifies qualities and properties of objects and materials by comparing elements of his/her surrounding reality.</b>            | Advanced   | Intermediate   | Basic   | Developing              |
| <b>The student is able to recognize the diversity between living and non-living beings.</b>  |  |  |   |                         |
| <b>The student observes and interprets seasonal and man-made environmental transformations.</b>  |  |  |   |                         |

### ASSESSMENT RUBRIC - SCIENCE - YEAR 3- 4-5 PRIMARY SCHOOL

| LEARNING GOALS   | SCALE  |   |  |   |
|--|--|---|--|---|
|  | Scale 4 - Advanced                           | Scale 3 - Intermediate  | Scale 2 - Basic                              | Scale 1 - developing  |
| <b>OBJECTS AND MATERIALS DESCRIPTION AND EXPLORATION:</b><br>The student formulates correct hypotheses and predictions; he/she is able to identify accurately the qualities and properties of objects and materials. | the student completes tasks both in familiar | the student completes tasks in familiar situations independently, autonomously, and | the student completes tasks only in familiar | the student completes the tasks only in familiar situations and only when supported |

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| <b>FIELD OBSERVATION AND EXPERIMENTS:</b><br>The student interprets the surrounding environment through the appropriate data collection, and draws appropriate conclusions from tangible experiences.            | and unfamiliar situations, using a variety of resources both provided by the teacher and found elsewhere, independently and continuously. | continuously; he/she is able to complete tasks in unfamiliar situations when using the resources provided by the teacher or found elsewhere, even if discontinuously and not fully autonomous. | situations and when using the resources provided by the teacher, either autonomously but discontinuously, or not autonomously, but with continuity. | by a teacher who provides the resources. |
| <b>MANKIND, LIVING BEINGS AND THE ENVIRONMENT:</b><br>The student accurately recognizes the fundamental structures of animals and humans, observes and interprets the changes within the environments correctly. |   |  |   |  |
| <b>COMPETENCES</b>   |   |  |   |  |
| <b>The student formulates simple hypotheses and performs experiments according to the scientific method.</b>   | Advanced  | Intermediate   | Basic   | Developing                               |
| <b>The student observes, describes, and compares elements of the surrounding reality.</b>  |   |  |   |  |
| <b>The student interprets the environmental changes linked to human action.</b>  |   |  |   |  |

### ASSESSMENT RUBRIC - DESIGN AND TECHNOLOGY - YEAR 1-2 PRIMARY SCHOOL

| LEARNING GOALS  | SCALE   |   |  |   |
|---|---|---|--|---|
|   | Scale 4 - Advanced  | Scale 3 - Intermediate  | Scale 2 - Basic  | Scale 1 - developing  |
| <b>Observation:</b><br>the student discriminates shapes, objects, and materials correctly and confidently . | the student completes tasks both in familiar and unfamiliar | the student completes tasks in familiar situations independently, autonomously, and | the student completes tasks only in familiar situations and when using the | the student completes the tasks only in familiar situations |



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| <p><b>Prediction and imagination:</b><br/>The student understands and respects the sequencing of procedures; he/she designs correct, alternative and creative solutions.</p> | <p>situations, using a variety of resources both provided by the teacher and found elsewhere, independently and continuously.</p> | <p>continuously; he/she is able to complete tasks in unfamiliar situations when using the resources provided by the teacher or found elsewhere, even if discontinuously and not fully autonomous.</p> | <p>resources provided by the teacher, either autonomously but discontinuously, or not autonomously, but with continuity.</p> | <p>and only when supported by a teacher who provides the resources.</p> |
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| <p><b>Intervention and transformation:</b><br/>The student uses technologies and tools correctly. He/she carries out simple instructions with confidence.</p> |          |              |       |            |
| <p><b>COMPETENCES</b></p>   |          |              |       |            |
| <p>The student uses objects, tools, and materials in accordance with their functions and makes artifacts.</p>   | Advanced | Intermediate | Basic | Developing |
| <p>The student uses simple information and communication technologies and tools.</p>  |          |              |       |            |

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**ASSESSMENT RUBRIC - DESIGN AND TECHNOLOGY - YEAR 3 - 4 - 5 PRIMARY SCHOOL**

|                              |                                  |                                      |                               |                                    |
|------------------------------|----------------------------------|--------------------------------------|-------------------------------|------------------------------------|
| <p><b>LEARNING GOALS</b></p> | <p><b>SCALE</b></p>              |                                      |                               |                                    |
|                              | <p><b>Scale 4 - Advanced</b></p> | <p><b>Scale 3 - Intermediate</b></p> | <p><b>Scale 2 - Basic</b></p> | <p><b>Scale 1 - developing</b></p> |

|   |   |   |   |   |
|---|---|---|---|---|
| <p><b>Observation:</b><br/>the student discriminates shapes, objects, and materials and uses them also in relation to their functions in a confident and correct way.</p>                 | <p>the student completes tasks both in familiar and unfamiliar situations, using a variety of resources both provided by the teacher and found elsewhere, independently and continuously.</p> | <p>the student completes tasks in familiar situations independently, autonomously, and continuously; he/she is able to complete tasks in unfamiliar situations when using the resources provided by the teacher or found elsewhere, even if discontinuously and not fully autonomous.</p> | <p>the student completes tasks only in familiar situations and when using the resources provided by the teacher, either autonomously but discontinuously, or not autonomously, but with continuity.</p> | <p>the student completes the tasks only in familiar situations and only when supported by a teacher who provides the resources.</p> |
| <p><b>Prediction and imagination:</b><br/>the student understands and respects the sequencing of procedures meticulously. He/she designs correct, alternative and creative solutions.</p> |   |   |   |   |
| <p><b>Intervention and transformation:</b><br/>the student correctly uses technologies and tools. He/she confidently carries out instructions for the realization of projects.</p>        |   |   |   |   |
| <p><b>COMPETENCES</b></p>   |   |   |   |   |
| <p>The student uses objects, tools, and materials in accordance with their functions.</p>   | <p>Advanced</p>   | <p>Intermediate</p>   | <p>Basic</p>  | <p>Developing</p>   |
| <p>The student uses in a correct and conscious manner procedures and technology tools to communicate and share with others.</p>   |   |   |   |   |

12  
10

**ASSESSMENT RUBRIC - MUSIC - YEAR 1 -2 PRIMARY SCHOOL**

|                              |                     |
|------------------------------|---------------------|
| <p><b>LEARNING GOALS</b></p> | <p><b>SCALE</b></p> |
|------------------------------|---------------------|

|   | <b>Scale 4 - Advanced</b>  | <b>Scale 3 - Intermediate</b>  | <b>Scale 2 - Basic</b>   | <b>Scale 1 - developing</b>  |
|---|--|--|--|--|
| <b>Perception and Listening:</b><br>the student listens to, interprets, and fully and correctly describes musical pieces of different genre   | the student completes tasks both in familiar and unfamiliar situations, using a variety of resources both provided by the teacher and found elsewhere, independently and continuously. | the student completes tasks in familiar situations independently, autonomously, and continuously; he/she is able to complete tasks in unfamiliar situations when using the resources provided by the teacher or found elsewhere, even if discontinuously and not fully autonomous. | the student completes tasks only in familiar situations and when using the resources provided by the teacher, either autonomously but discontinuously, or not autonomously, but with continuity. | the student completes the tasks only in familiar situations and only when supported by a teacher who provides the resources. |
| <b>Rhythm, movement and voice:</b><br>The student performs rhythms appropriately using his/her body or simple instruments.<br>The student actively performs simple instrumental or vocal pieces as a soloist or in a group. |  |  |  |  |
| <b>COMPETENCES</b>  |  |  |  |  |
| The student listens to and discriminates sound events.  | Advanced   | Intermediate   | Basic  | Developing   |
| The student listens to, interprets and performs simple vocal or instrumental pieces as a soloist or in a group.   |  |  |  |  |

### ASSESSMENT RUBRIC - MUSIC - YEAR 3 - 4 - 5 PRIMARY SCHOOL

| <b>LEARNING GOALS</b> | <b>SCALE</b>              |                               |                        |                             |
|-----------------------|---------------------------|-------------------------------|------------------------|-----------------------------|
|                       | <b>Scale 1 - Advanced</b> | <b>Scale 2 - Intermediate</b> | <b>Scale 3 - Basic</b> | <b>Scale 1 - developing</b> |
|                       |                           |                               |                        |                             |

|  |   |   |   |   |
|--|---|---|---|---|
| <p><b>Sound, perception and listening:</b><br/>the student recognizes and confidently classifies the basic building blocks of various genres' musical language.</p>  | <p>the student completes tasks both in familiar and unfamiliar situations, using a variety of resources both provided by the teacher and found elsewhere, independently and continuously.</p> | <p>the student completes tasks in familiar situations independently, autonomously, and continuously; he/she is able to complete tasks in unfamiliar situations when using the resources provided by the teacher or found elsewhere, even if discontinuously and not fully autonomous.</p> | <p>the student completes tasks only in familiar situations and when using the resources provided by the teacher, either autonomously but discontinuously, or not autonomously, but with continuity.</p> | <p>the student completes the tasks only in familiar situations and only when supported by a teacher who provides the resources.</p> |
| <p><b>Rhythm, Movement, and Voice:</b><br/>The student performs vocal and instrumental pieces collectively and individually in an active manner. He/she correctly uses voice, instruments, and new sound technologies.</p> |   |   |   |   |

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|  |                 |                     |              |                   |
|--|-----------------|---------------------|--------------|-------------------|
|  |                 |                     |              |                   |
| <p><b>COMPETENCES</b></p>  |                 |                     |              |                   |
| <p>The student explores, discriminates and processes sound events</p>  | <p>Advanced</p> | <p>Intermediate</p> | <p>Basic</p> | <p>Developing</p> |
| <p>The student listens to, interprets and performs simple vocal or instrumental pieces as a soloist or in a group.</p> |                 |                     |              |                   |
| <p>The student articulates timbre, rhythmic and melodic combinations, applying elementary schemes</p>                  |                 |                     |              |                   |

10

**ASSESSMENT RUBRIC - ART - YEAR 1 -2 PRIMARY SCHOOL**

|                              |                     |
|------------------------------|---------------------|
| <p><b>LEARNING GOALS</b></p> | <p><b>SCALE</b></p> |
|------------------------------|---------------------|

|   | <b>Scale 4 - Advanced</b>  | <b>Scale 3 - Intermediate</b>  | <b>Scale 2 - Basic</b>   | <b>Scale 1 - developing</b>  |
|---|--|--|--|--|
| <b>Expression and communication:</b><br>the student uses the sheet space consciously, uses various graphic and pictorial techniques correctly and in an original way to create personal expressive works. | the student completes tasks both in familiar and unfamiliar situations, using a variety of resources both provided by the teacher and found elsewhere, independently and continuously. | the student completes tasks in familiar situations independently, autonomously, and continuously; he/she is able to complete tasks in unfamiliar situations when using the resources provided by the teacher or found elsewhere, even if discontinuously and not fully autonomous. | the student completes tasks only in familiar situations and when using the resources provided by the teacher, either autonomously but discontinuously, or not autonomously, but with continuity. | the student completes the tasks only in familiar situations and only when supported by a teacher who provides the resources. |
| <b>Observation and reading of images:</b><br>the student understands the meaning of a text and correctly represents it in iconic form.  |  |  |  |  |
| <b>Understanding and appreciation of works of art:</b><br>the student consciously reads an image and an artwork in its denotative and connotative aspects.  |  |  |  |  |
| <b>COMPETENCES</b>  |  |  |  |  |
| <b>The student uses and elaborates simple personal productions.</b>   | Advanced   | Intermediate   | Basic  | Developing   |
| <b>The student recognizes and uses the elements of the visual language in a creative way.</b>   |  |  |  |  |

|  |  |  |  |  |
|--|--|--|--|--|
| The student recognizes the main features of art forms. |  |  |  |  |
|--|--|--|--|--|

### ASSESSMENT RUBRIC - ART - YEAR 3 - 4 - 5 PRIMARY SCHOOL

| LEARNING GOALS   | SCALE   |   |   |   |
|--|---|---|---|---|
|  | Scale 4 - Advanced  | Scale 3 - Intermediate  | Scale 2 - Basic   | Scale 1 - Developing  |
| <p><b>Expression and Communication:</b><br/>The student produces and reworks images, uses techniques and materials in creative manner to express his/her potential.</p>  | <p>the student completes tasks both in familiar and unfamiliar situations, using a variety of resources both provided by the teacher and found elsewhere, independently and continuously.</p> | <p>the student completes tasks in familiar situations independently, autonomously, and continuously; he/she is able to complete tasks in unfamiliar situations when using the resources provided by the teacher or found elsewhere, even if discontinuously and not fully autonomous.</p> | <p>the student completes tasks only in familiar situations and when using the resources provided by the teacher, either autonomously but discontinuously, or not autonomously, but with continuity.</p> | <p>the student completes the tasks only in familiar situations and only when supported by a teacher who provides the resources.</p> |
| <p><b>Observation and reading of images:</b><br/>The student identifies and correctly understands simple informational and emotional functions in the images, adequately recognizing grammatical and technical elements.</p> |   |   |   |   |
| <p><b>Understanding and appreciation of works of art:</b><br/>The student knows and consciously appreciates the most characteristic elements of the artistic heritage of his/her area.</p>                                   |   |   |   |   |
| COMPETENCES  |   |   |   |   |

|   |          |              |       |            |
|---|----------|--------------|-------|------------|
| The student produces and reworks images with a variety of techniques, materials, and tools. | Advanced | Intermediate | Basic | Developing |
| The student observes, explores, describes and reads images and multimedia messages.         |          |              |       |            |
| The student recognizes the main characteristics of the art forms.                           |          |              |       |            |

### ASSESSMENT RUBRIC - PHYSICAL EDUCATION - YEAR 1 -2 PRIMARY SCHOOL

| LEARNING GOALS | SCALE              |                        |                 |                      |
|----------------|--------------------|------------------------|-----------------|----------------------|
|                | Scale 4 - Advanced | Scale 3 - Intermediate | Scale 2 - Basic | Scale 1 - Developing |

|   |   |   |   |   |
|---|---|---|---|---|
| <p><b>The body and its relations to time and space:</b><br/>The student recognizes, names, and confidently represents the various parts of the body, consciously uses the body and movements to express him/herself</p> | <p>the student completes tasks both in familiar and unfamiliar situations, using a variety of resources both provided by the teacher and found elsewhere, independently and continuously.</p> | <p>the student completes tasks in familiar situations independently, autonomously, and continuously; he/she is able to complete tasks in unfamiliar situations when using the resources provided by the teacher or found elsewhere, even if</p> | <p>the student completes tasks only in familiar situations and when using the resources provided by the teacher, either autonomously but discontinuously, or not autonomously, but with continuity.</p> | <p>the student completes the tasks only in familiar situations and only when supported by a teacher who provides the resources.</p> |
| <p><b>Body language as expressive communicative means:</b><br/>The student coordinates and uses various motor patterns in a safe manner.</p>  |   |   |   |   |
| <p><b>Games, sports, rules and fair play:</b><br/>The student knows and correctly applies games and sports rules.</p>   |   |   |   |   |

|   |          |   |       |            |
|---|----------|---|-------|------------|
| <b>Health and wellness, prevention and safety:</b><br>The student consciously understands the benefits of sports and the importance of self-control in recreational activity. |          | discontinuously and not fully autonomous. |       |            |
| <b>COMPETENCES</b>  |          |   |       |            |
| <b>The student is conscious he/she communicates through his/her body.</b>   | Advanced | Intermediate                              | Basic | Developing |
| <b>The student masters movement and postural patterns.</b>  |          |   |       |            |
| <b>The student respects the rules in game-sport activities</b>  |          |   |       |            |
| <b>The student orientates him/herself in activity spaces knowing some of the principles related to his/her own well-being.</b>  |          |   |       |            |

### ASSESSMENT RUBRIC - PHYSICAL EDUCATION - YEAR 3 - 4 - 5 PRIMARY SCHOOL

| LEARNING GOALS  | SCALE  |   |  |  |
|---|--|---|--|--|
|   | Scale 4 - Advanced   | Scale 3 - Intermediate  | Scale 2 - Basic  | Scale 1 - Developing   |
| <b>The body and its relations to time and space:</b><br>the student correctly uses different movement patterns in combination with each other, and is able to consciously organize his/her own movement in space. | the student completes tasks both in familiar and unfamiliar situations, using a variety of resources both provided by the teacher and found elsewhere, independently | the student completes tasks in familiar situations independently, autonomously, and continuously; he/she is able to complete tasks in unfamiliar situations when using the resources provided by the teacher or found | the student completes tasks only in familiar situations and when using the resources provided by the teacher, either autonomously but discontinuously, or not autonomously, but with continuity. | the student completes the tasks only in familiar situations and only when supported by a teacher who provides the resources. |
| <b>Body language as an expressive communicative tool:</b><br>the student correctly uses expressive and bodily means.  |  |   |  |  |
| <b>Games, sports, rules and fair play:</b><br>The student knows and correctly applies games and sports rules.   |  |   |  |  |



|  |                   |   |  |  |
|--|-------------------|---|--|--|
|  | and continuously. | elsewhere, even if discontinuously and not fully autonomous |  |  |
|--|-------------------|---|--|--|

|  |          |              |       |            |
|--|----------|--------------|-------|------------|
|  |          |              |       |            |
| <b>Health and wellness, prevention and safety:</b><br>the student consciously recognizes the importance of proper nutrition and the relation between physical exercise and health, by adopting healthy behaviors and lifestyles. |          |              |       |            |
| <b>COMPETENCES</b>   |          |              |       |            |
| <b>The student is conscious he/she communicates through his/her body.</b>  | Advanced | Intermediate | Basic | Developing |
| <b>The student masters movement and postural patterns.</b>   |          |              |       |            |
| <b>The student respects the rules in game-sport activities.</b>  |          |              |       |            |
| <b>The student orientates him/herself in activity spaces knowing some of the principles related to his/her own well-being.</b>   |          |              |       |            |

**ASSESSMENT RUBRIC R.E OR ALTERNATIVE ACTIVITIES  
YEAR 1-2 PRIMARY SCHOOL**

|                       |              |
|-----------------------|--------------|
| <b>LEARNING GOALS</b> | <b>SCALE</b> |
|-----------------------|--------------|

|   | <b>Scale 6 - "Ottimo" / Excellent</b>                           | <b>Scale 5 - "Distinto" / With distinction</b> | <b>Scale 4 - "Buono" / Good</b>         | <b>Scale 3 - "Discreto" / Average</b> | <b>Scale 2 - "Sufficiente" / Sufficient</b>               | <b>Scale 1 - "Insufficiente" / Not sufficient</b> |
|---|---|--|---|---------------------------------------|---|---|
| <b>KNOWLEDGE</b><br>the student has practical skills/listening skills | confident and autonomous  | confident and adequate                         | adequate                                | generally adequate                    | limited and superficial                                   | inadequate  |
| <b>EXPRESSION</b><br>The student uses a specific language             | chiaro e sicuro   | correct and confident                          | adequate and correct                    | quite adequate                        | not always correct and difficult                          | not correct                                       |
| <b>COMPREHENSION</b><br>The student understands contents and concepts | with confidence and precision                                   | with confidence                                | adequate                                | fairly adequate                       | not always adequate                                       | not adequate                                      |
| <b>COMPETENCES</b>  |   |  |   |                                       |   |   |
| <b>The student shows initiative</b>                                   | individual  | if asked                                       | if asked                                | no                                    | no  | no  |
| <b>The student completes tasks</b>                                    | correctly, autonomously and responsibly finding new information | correctly, autonomously and responsibly        | correctly                               | mostly correctly                      | with the support of prompts and directions from the adult | no  |
| <b>The student finds solutions to problems</b>                        | in new and original ways  | in known situations                            | with directions and in known situations | only in well known situations         | in simple situations                                      | no  |

| LEARNING GOALS  | SCALE   |   |  |   |  |  |
|---|---|---|--|---|--|--|
|   | Scale 6 - Ottimo / Excellent                  | Scale 5 - Distinto /with distinction        | Scale 4 - Buono / Good                       | Scale 3 - Discreto /Average                 | Scale 2 - Sufficiente/ sufficient              | Scale 1 - Insufficiente / not sufficient |
| <b>KNOWLEDGE</b><br>the student has practical skills/listening skills   | confident and thorough                        | ampio e adeguato                            | adeguato ma non approfondito                 | nel complesso adeguato                      | limitato e superficiale                        | non conosce gli argomenti                |
| <b>EXPRESSION</b><br>The student uses language                          | rich and fluent                               | correct and fluent                          | adequate and correct                         | quite adequate and correct                  | not always correct                             | inadequate and not correct               |
| <b>PRESENTATION</b><br>The student can articulate a speech in a ... way | organic and coherent                          | rich and coherent                           | fluent and coherent                          | simple and coherent                         | simple but not coherent                        | not coherent                             |
| <b>ANALYSIS</b><br>The student can analyse in a ... way                 | thorough                                      | thorough recognises the significant aspects | thorough recognises some significant aspects | simple recognises a few significant aspects | direct only some significant aspects           | cannot identify significant aspects      |
| <b>SYNTHESIS</b><br>The student can identify links and concepts         | with confidence identifies concepts and links | can establish links                         | identifies links                             | can identify key concepts                   | establishes partial connections only if guided | cannot identify key concepts             |
| <b>EVALUATION</b><br>The student can express judgements in a ..way      | adequate and complex                          | adequate and sufficiently supported         | adequate but not always supported            | not always adequate always supported        | not always adequate                            | cannot express opinions                  |
| <b>COMPETENCES</b>  |   |   |  |   |  |  |

|  |   |   |   |                               |   |    |
|--|---|---|---|-------------------------------|---|----|
| <b>The student can take initiative</b>         | individually  | if asked                                | if asked                                | no                            | no  | no |
| <b>The student completes tasks</b>             | correctly, autonomously and responsibly finding new information | correctly, autonomously and responsibly | correctly                               | mostly correctly              | with the support of prompts and directions from the adult | no |
| <b>The student finds solutions to problems</b> | in new and original ways  | in known situations                     | with directions and in known situations | only in well known situations | in simple situations                                      | no |

### ASSESSMENT RUBRIC CITIZENSHIP- YEAR 1 - 2 PRIMARY SCHOOL

| LEARNING GOALS   | SCALE  |  |  |   |
|--|--|--|--|---|
|  | Scale 4 - Advanced   | Scale 3 - Intermediate   | Scale 2 - Basic  | Scale 1 - Developing  |
| <b>Constitution:</b><br>The student knows and correctly applies the rules of civil cohabitation with respect for himself and others and begins to know his rights and duties.              | The student completes tasks in known and unknown situations, using a variety of resources both provided by the teacher and found | The student completes tasks in known situations, autonomously and constant; solves tasks in unknown situations using the resources provided by the | The student completes tasks only in known situations, using the resources provided by the teacher, | he student completes tasks only in known situations, only using the resources provided by the teacher |
| <b>Sustainable development</b><br>The student knows and applies appropriate and correct behaviour regarding the environment, the recycling of materials, personal hygiene and food choice. |  |  |  |   |

|   |   |   |   |                   |
|---|---|---|---|-------------------|
| <p><b>Digital citizenship</b><br/>The student knows and uses technology correctly and for educational purposes.</p>               | <p>elsewhere, independently and continuously.</p> | <p>teacher or found elsewhere, even if discontinuously and not entirely independently</p> | <p>autonomously but not constantly, or not autonomously but constantly.</p> |                   |
| <p><b>COMPETENCES</b></p>   |   |   |   |                   |
| <p>The student develops attitudes of civil coexistence, respect for diversity, responsible confrontation and dialogue.</p>        | <p>Advanced</p>                                   | <p>Intermediate</p>   | <p>Basic</p>  | <p>Developing</p> |
| <p>The student/a explores the surrounding environments in order to behave within them in a respectful and appropriate manner.</p> |   |   |   |                   |
| <p>The student/a knows and uses the network in accordance with the rules and others.</p>  |   |   |   |                   |

### ASSESSMENT RUBRIC CITIZENSHIP - YEAR 3- 4- 5- PRIMARY SCHOOL

| <p><b>LEARNING GOALS</b></p>   | <p><b>SCALE</b></p>   |   |  |  |
|--|---|---|--|--|
|  | <p><b>Scale 4 - Advanced</b></p>  | <p><b>Scale 3 - Intermediate</b></p>  | <p><b>Scale 2 - Basic</b></p>  | <p><b>Scale 1 - Developing</b></p>   |
| <p><b>Constitution:</b><br/>The student knows and applies in a conscious and responsible way the rules of civil coexistence, recognizes with confidence the symbols of national identity ; expresses reflections on the concept of democracy and Constitutional Charter.</p> | <p>The student completes tasks in known and unknown situations, using a variety of resources both</p> | <p>The student completes tasks in known situations, autonomously, solves tasks in</p> | <p>The student completes tasks only in known situations, using the resources provided by the</p> | <p>he student completes tasks only in known situations, only using the resources provided by the teacher</p> |

|  |  |   |                                    |  |
|--|--|---|------------------------------------|--|
|  | provided by the teacher and found elsewhere, independently and continuously. | unknown situations using the resources provided by the teacher or found elsewhere, even if discontinuously and not entirely independently | teacher not entirely independently |  |
|--|--|---|------------------------------------|--|

|  |          |              |       |            |
|--|----------|--------------|-------|------------|
| <p><b>Sustainable development:</b><br/>The student knows and applies appropriate and correct behaviour with regards to the protection of cultural, monumental and environmental heritage.</p>              |          |              |       |            |
| <p><b>Digital citizenship:</b><br/>The student/a knows the digital environment and interacts in a conscious way, applying the right behaviors of identity protection and prevention of cyber-bullying.</p> |          |              |       |            |
| <b>COMPETENCES</b>   |          |              |       |            |
| The student recognizes and appreciates the different cultural identities in a perspective of dialogue and mutual respect and active participation. It develops a sense of belonging to national identity.  | Advanced | Intermediate | Basic | Developing |

|  |  |  |  |  |
|--|--|--|--|--|
| <p>The student explores the territory, history, origins, the most important monuments in order to behave within them in a respectful and appropriate way. It understands and recognizes the different forms of danger of natural environments and assumes appropriate behavior in the face of risk situations.</p> |  |  |  |  |
| <p>The student knows and uses technology in compliance with the rules and the others, protecting and protecting peers from cyberbullying.</p>  |  |  |  |  |

*Legend Box*

|                               |  |
|-------------------------------|--|
| <p><b>Learning Goal</b></p>   | <p>Clarification of the objective for which the level of acquisition is assessed</p>                             |
| <p><b>Types of tests</b></p>  | <p>Any evidence or significant observations used for evaluation</p>  |
| <p><b>Known situation</b></p> | <p>Situation that has already been presented by the teacher as an example or repeated several times in forms</p> |

|                           |   |
|---------------------------|---|
| <b>Unknown situation</b>  | Situation presented to the student as new, introduced for the first time in that form and without specific indications regarding the type of procedure to be followed                                     |
| <b>Internal resources</b> | The student uses resources specifically prepared by the teacher to guide the learning process   |
| <b>External resources</b> | The pupil uses resources spontaneously found in the context of learning or previously acquired in informal and formal contexts  |
| <b>Autonomy</b>           | The activity of the student is considered completely autonomous when there is no direct intervention of the teacher.  |
| <b>Continuity</b>         | There is continuity when a learning acquisition is put in place several times or whenever it is needed or expected. Alternatively, there is no continuity when learning occurs only sporadically or never |
| <b>Scale/Level</b>        | It describes a "dynamic process" and cannot be related to a single test. The latter is a "segment" of the objective. It follows that the level is reserved for the conclusion of a path.                  |