

Estratto del Verbale n. 27 e dei relativi allegati della Commissione esaminatrice contenenti l'elenco delle domande estratte e non estratte, le prove di idoneità di lingua inglese estratte e non estratte predisposte per il colloquio orale del profilo A CTER lettere M-Z che si è svolto in data 30 novembre 2020.

Concorso pubblico, per titoli e esami, per l'assunzione a tempo determinato presso l'INVALSI di n. 32 unità di personale di cui n. 29 unità nel profilo di Collaboratore Tecnico Enti di Ricerca (CTER), VI livello professionale, e n. 3 unità nel profilo professionale di Collaboratore Amministrativo - VII livello professionale di cui al D.P.R. 171/1991. Pubblicato sulla Gazzetta Ufficiale - 4^a Serie Speciale - Concorsi n. 58.

[...]

Fanno parte integrante del presente verbale:

- Allegato 6 – Profilo A – Lettere M-Z (Buste scelte contenenti domande)
- Allegato 7 – Profilo A – Lettere M-Z (Buste non scelte contenenti domande)
- Allegato 8 – Profilo A – Lettere M-Z (Buste scelte con prova di idoneità di inglese)
- Allegato 9 – Profilo A – Lettere M-Z (Buste non scelte con prova di idoneità di inglese)

[...]

*Prova orale - Domande
Profilo CTER A*

Busta n. 18

1. Che cosa si intende per distrattore in una domanda (item) di una prova standardizzata?
2. Aspetti principali della normativa sulla privacy.

*Prova orale - Domande
Profilo CTER A*

Busta n. 20

1. Qual è la funzione degli osservatori esterni nelle rilevazioni sugli apprendimenti del Servizio Nazionale?
2. Il ruolo del Garante della privacy.

*Prova orale - Domande
Profilo CTER A*

Busta n. 21

1. Quali sono i contenuti principali che dovrebbe contenere un capitolato tecnico per la realizzazione di una rilevazione standardizzata degli apprendimenti su larga scala?
2. Il passaggio dalle prove carta e matita alle prove *computer based*.

*Prova orale - Domande
Profilo CTER A*

Busta n. 23

1. L'effetto dell'indice socio-economico sul rendimento nelle prove standardizzate.
2. Il sito istituzionale e il sito INVALSI-OPEN.

*Prova orale - Domande
Profilo CTER A*

Busta n. 24

1. Che cosa misura l'indagine IEA TIMSS?
2. Le fasi di costruzione di una prova standardizzata.

*Prova orale - Domande
Profilo CTER A*

Busta n. 25

1. Che cosa misura l'indagine OCSE PISA?
2. Quali sono le competenze indagate dalle prove di Inglese nelle rilevazioni nazionali INVALSI?

*Prova orale - Domande
Profilo CTER A*

Busta n. 26

1. L'introduzione dei livelli di competenza nelle rilevazioni nazionali INVALSI.
2. Le prove standardizzate per i gruppi linguistici.

*Prova orale - Domande
Profilo CTER A*

Busta n. 27

1. I gradi scolastici della scuola primaria in cui svolgono le rilevazioni nazionali INVALSI.
2. La garanzia dell'anonimato nelle rilevazioni standardizzate.

*Prova orale - Domande
Profilo CTER A*

Busta n. 28

1. Le prove INVALSI carta e matita.
2. La restituzione dei dati alle scuole.

*Prova orale - Domande
Profilo CTER A*

Busta n. 29

1. Le guide alla lettura delle prove nazionali INVALSI.
2. Come è coinvolta la formazione professionale nelle rilevazioni standardizzate?

*Prova orale - Domande
Profilo CTER A*

Busta n. 30

1. La correzione delle domande aperte delle prove carta e matita nelle rilevazioni nazionali.
2. L'obbligo scolastico nel sistema di istruzione nazionale.

*Prova orale - Domande
Profilo CTER A*

Busta n. 33

1. Le fasi fondamentali del pre-test nelle prove standardizzate su larga scala.
2. L'acquisizione del servizio di stampa.

*Prova orale - Domande
Profilo CTER A*

Busta n. 19

1. Differenze tra le rilevazioni nazionali INVALSI e le valutazioni effettuate negli esami conclusivi dei diversi cicli scolastici.
2. La suddivisione in Aree di ricerca dell'INVALSI.

*Prova orale - Domande
Profilo CTER A*

Busta n. 22

1. Descrivere brevemente l'indagine IEA PIRLS.
2. Il fenomeno del *cheating*.

*Prova orale - Domande
Profilo CTER A*

Busta n. 31

1. La scelta dello stimolo per la costruzione delle domande.
2. Le differenze tra i contenuti del Rapporto Nazionale sui risultati e il Rapporto tecnico.

*Prova orale - Domande
Profilo CTER A*

Busta n. 32

1. La funzione dei distrattori nelle domande a risposta chiusa.
2. Indicare alcune differenze tra le rilevazioni nazionali sugli apprendimenti PIRLS e le prove INVALSI.

[Inglese A18](#)

The benefits of co-operative behaviours have been broadly documented in various social contexts, including neighbourhoods, hospitals, companies and in education. In education, when students, teachers, parents and the school principal know and trust each other, work together, and share information, ideas and goals, students – particularly disadvantaged students – can benefit.

[Inglese A20](#)

How can education systems best support teachers, school principals and families in their efforts to promote both academic performance and healthy social and emotional development among students? Is academic success intrinsically linked with stress and, as a result, less enjoyment of learning?

[Inglese A21](#)

Reading is an important and beneficial activity for both children and adults. The promises of reading abound: reading more has been found to be related to student achievement, vocabulary growth, and positive brain development (e.g., Suk 2016, Romeo et al. 2018). For adults, frequent reading has been found to be associated with improved well-being, including better mental and cognitive health (e.g., Sullivan 2015).

[Inglese A23](#)

Most parents would like their children to attend the best school, but not everyone can afford to consider only the quality of the school. Results from PISA 2012 show that, compared to more advantaged parents, socioeconomically disadvantaged parents assign higher importance to financial considerations when choosing a school for their child.

[Inglese A24](#)

Students' confidence in their ability and their motivation to learn play a central role in shaping their performance in specific academic subjects. They are also valuable attributes that will help them meet challenges and make the most of available opportunities when they leave school.

[Inglese A25](#)

Girls' perceptions of themselves as learners of mathematics determine how well they motivate themselves and persevere in the face of difficulties when learning mathematics. They also influence the choices girls make about coursework, additional classes, and even educational and career paths.

[Inglese A26](#)

Iceland and Poland are the only OECD countries where over 90% of students attend schools whose principal believes that the social and emotional development of their students is as valued by mathematics teachers in their school as the acquisition of mathematics skills. In as many as 6 OECD countries, fewer than 60% of students attend such schools.

[Inglese A27](#)

In 2012, PISA asked students about their intentions to use mathematics in their future studies and careers. Students were presented with five pairs of statements and were asked to choose the one of each pair that best described their intentions and desires for their futures. Students were first asked whether they intend to take additional mathematics courses or additional language courses after their compulsory schooling ends.

[Inglese A28](#)

The gender gap in mathematics performance mirrors the gender gap in students' drive, motivation and self-beliefs. Boys and girls tend to benefit equally when they are perseverant and motivated to learn, and have confidence in their abilities to learn mathematics. Consequently, the performance of both boys and girls suffers at the same rate when they lack motivation to learn and confidence in their own abilities.

[Inglese A29](#)

On average across OECD countries, 57% of students reported that they intend to take additional mathematics courses, and 45% of students reported that they intend to major in a subject at university that requires mathematics skills; 55% reported that they intend to major in a subject that requires science skills.

[Inglese A30](#)

On average, students reported feeling happy at school. Across OECD countries, 80% of students agreed or strongly agreed with the statement “I feel happy at school”. The proportion of students who reported being happy at school was largest in Albania, and smallest in the Czech Republic.

[Inglese A33](#)

Longitudinal studies suggest that students' results on the PISA test are correlated with how well students will do later on in life; but strong performance in standardised assessments like PISA explains only so much of future results in other endeavours. Success and well-being in life also depend on how well students have been able to develop socially and emotionally.

[Inglese A19](#)

On average across OECD countries, only 14% of girls who were top performers in science or mathematics reported that they expect to work as professionals in science or engineering while 26% of top-performing boys so reported. That decision can have negative consequences for women's labour market prospects.

[Inglese A22](#)

School principals who responded to the PISA 2012 school background questionnaire were asked whether they agreed that mathematics teachers in their school consider the social and emotional development of students to be as important as students' mastery of mathematics skills and knowledge.

[Inglese A31](#)

Stephens et al. (2015) found that the PIRLS data indicated an alignment between parents' attitudes and their reading habits and their fourth grade children's attitudes and reading habits. These findings support the theory that there is an intergenerational transfer of reading for pleasure; parental modeling inspires children to appreciate reading.

[Inglese A32](#)

The average amount of time spent in mathematics classes varies by more than a factor of two across countries and economies. The more time spent in mathematics classes, the better students perform, on average; but giving students more work in class is often not enough to improve learning outcomes.