

**Estratto del Verbale n. 28 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 B CTER che si è svolto in data 1 dicembre 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<sup>a</sup> Serie Speciale - Concorsi n. 58.

[...]

Fanno parte integrante del presente verbale:

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

[...]

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*Prova orale - Domande  
Profilo CTER B*

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**Busta n. 1**

1. Quali sono le principali differenze tra una prova cartacea (lineare) e una prova CBT?
2. Le indagini internazionali condotte dall'INVALSI.

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Profilo CTER B*

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**Busta n. 2**

1. Che cosa si intende per implementazione in formato CBT di una prova standardizzata?
2. La canalizzazione del percorso formativo nel sistema di istruzione e formazione nazionale.

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**Busta n. 3**

1. La gestione dei media nelle piattaforme di erogazione delle prove CBT.
2. La sicurezza dei dati.

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**Busta n. 5**

1. Il controllo sull'implementazione delle domande.
2. La verifica delle disponibilità informatiche della scuola.

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Profilo CTER B*

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**Busta n. 6**

1. L'importanza del codice identificativo di una domanda in una prova CBT.
2. Le prove INVALSI per la III secondaria di primo grado in base alle disposizioni del decreto legislativo n. 62 del 13 aprile 2017.

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Profilo CTER B*

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**Busta n. 7**

1. Che cosa si intende per banca di item.
2. Le prove INVALSI al termine del percorso obbligatorio di istruzione.

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Profilo CTER B*

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**Busta n. 8**

1. Le principali potenzialità delle prove CBT.
2. Le misure compensative per le prove CBT.

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Profilo CTER B*

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**Busta n. 9**

1. La gestione delle domande aperte nelle prove CBT.
2. Che cosa si intende per informazioni di contesto nella rilevazione degli apprendimenti?

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*Prova orale - Domande  
Profilo CTER B*

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**Busta n. 10**

1. Che cos'è il computer *adaptive testing*?
2. Quali sono gli ambiti disciplinari oggetto di rilevazione delle prove nazionali INVALSI.

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*Prova orale - Domande  
Profilo CTER B*

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**Busta n. 11**

1. La modifica delle domande dopo il pretest.
2. L'informativa sul trattamento dei dati studenti.

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Profilo CTER B*

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**Busta n. 14**

1. *Testing* funzionale delle prove CBT prima della somministrazione.
2. La sessione suppletiva per lo svolgimento delle prove CBT.

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*Prova orale - Domande  
Profilo CTER B*

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**Busta n. 4**

1. Le principali differenze nella realizzazione operativa e organizzativa delle prove CBT e cartacee.
2. Le prove INVALSI per la V primaria in base alle disposizioni del decreto legislativo n. 62 del 13 aprile 2017.

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Profilo CTER B*

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**Busta n. 12**

1. Il questionario studenti nelle rilevazioni standardizzate.
2. Login e password di accesso per lo svolgimento delle prove.

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*Prova orale - Domande  
Profilo CTER B*

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**Busta n. 13**

1. Il problema della visualizzazione delle domande su schermo.
2. La gestione di una matrice dati.

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*Prova orale - Domande  
Profilo CTER B*

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**Busta n. 15**

1. Le diverse parti/sezioni che compongono una prova CBT.
2. La differenza tra dati sensibili e dati personali.

[Inglese B1](#)

PISA shows that there are countries that have succeeded in making socio-economic status less of a factor in educational outcomes and where disadvantaged students perform relatively well, indicating that disadvantage is not destiny. The present report also suggests some policies to support disadvantaged students.

[Inglese B2](#)

When comparing countries that score similarly in PISA, their income levels vary widely. History shows that countries with the determination to build a first-class education system can achieve this even in adverse economic circumstances, and their schools today will be their economy and society tomorrow. So it can be done. And it must be done.

[Inglese B3](#)

Without the right education, people will languish on the margins of society, countries will not be able to benefit from technological advances, and those advances will not translate into social progress. It will not be possible to develop fair and inclusive policies and engage all citizens if a lack of education prevents people from fully participating in society.

[Inglese B4](#)

Some countries were able to move to a more positive trajectory in recent years after a period of stagnation or decline. Sweden showed an improving trend in all three subjects between 2012 and 2018, reversing earlier declines in mean performance. In some countries, some of these trends can be related to changes in the demographic composition of the student body.

[Inglese B5](#)

PISA also shows that in most countries excellence in education is apparent amongst some of the most disadvantaged students and schools. On average across OECD countries, one in ten disadvantaged students was able to score in the top quarter of reading performance in his or her country, indicating that disadvantage is not destiny.

[Inglese B6](#)

In the same way as social disadvantage does not automatically lead to poor educational performance for students and schools, the world is no longer divided between rich and well-educated nations and poor and badly educated ones. When comparing countries that score similarly in PISA, their income levels vary widely.

[Inglese B7](#)

While people have different views on the role that digital technology can and should play in schools, we cannot ignore how digital tools have so fundamentally transformed the world outside of school. Everywhere, digital technologies are offering firms new business models and opportunities to enter markets and transform their production processes.

[Inglese B10](#)

While in many offline situations readers can assume that the author of the text they are reading is competent, well-informed and benevolent, when reading online blogs, forums or news sites readers must constantly assess the quality and reliability of the information, based on implicit or explicit cues related to the content, format or source of the text.

[Inglese B13](#)

Since 2000, PISA has shown that education systems can provide both high-quality instruction and equitable learning opportunities for all, and that they can support academic excellence in an environment that also nurtures students' well-being. PISA shows what countries are doing to support their students and provides an opportunity for countries to learn from each other.

[Inglese B14](#)

Some people argued that the PISA tests are unfair, because they may confront students with problems they have not encountered in school. But then life is unfair, because the real test in life is not whether we can remember what we learned at school, but whether we will be able to solve problems that we can't possibly anticipate today.

[Inglese B15](#)

Over ten million students represented by PISA in 2018 were not able to complete even the most basic reading tasks – and these were 15-year-olds living in the 79 high- and middle-income countries that participated in the test. In many countries, the quality of the education a student acquires can still best be predicted by the student's or his or her school's socioeconomic background.

[Inglese B8](#)

In the 2009 PISA assessment, about 15% of students in OECD countries, on average, reported that they did not have access to the Internet at home. By 2018, that proportion had shrunk to less than 5%. The growth in access to online services is likely to be even steeper than suggested by these percentages, which hide the improvements in the quality of Internet services and the explosion of mobile Internet access over the past decade.

[Inglese B9](#)

The smartphone has transformed the ways in which people read and exchange information; and digitalisation has resulted in the emergence of new forms of text, ranging from the concise (text messages; annotated searchengine results) to the lengthy and unwieldy (tabbed, multipage websites or complex archival material).

[Inglese B11](#)

The more knowledge that technology allows students to search and access, the more important becomes deep understanding and the capacity to make sense of content. Understanding involves knowledge and information, concepts and ideas, practical skills and intuition. But fundamentally it involves integrating and applying all of these in ways that are appropriate to the learner's context.

[Inglese B12](#)

Beyond the requisite knowledge and skills, PISA also shows that students seem to read less for leisure and to read fewer books of fiction, magazines or newspapers because they want to (as opposed to because they have to). Instead, they read more to fulfil practical needs, and they read more in online formats, such as chats, online news or websites containing practical information.