



The INVALSI levels in ITALIAN – 3rd year of lower secondary school

Summary description of levels

Description of the level Italian	Result obtained
The test result obtained by the student does not allow to certify achievement of level 1.	
Level 1. Students can identify individual pieces of information explicitly given in demarcated parts of a text. They can link information that can readily be traced in the text and, using also personal knowledge, are able to derive basic information not explicitly provided. They know and use basic vocabulary and successfully decipher the meaning of unknown individual words or expressions that are easily understood from the context. They perform grammatical tasks that focus on a single linguistic element, for which their natural, spontaneous knowledge of language is sufficient.	
Level 2. Students can find information given explicitly, even in widely separated parts of the text. They can decipher meaning and recognise relationships between pieces of information (e.g. cause and effect) contained in an extended part of text. They use textual elements (e.g. italics, adjectives, conditional and subjunctive tenses) to interpret the author’s intention in a significant part of the text. They know and use common words and expressions, including abstract and sectoral ones, provided they are associated with familiar situations. They can perform grammatical tasks where a natural, spontaneous knowledge of the language is supported by elements of reflection on the fundamental aspects of this language.	
Level 3. Students can identify one or more pieces of information provided explicitly in a large section of the text, distinguishing it from other, less relevant ones. They decipher the meaning of an extract or the entire text, deriving implicit information from textual elements (e.g. punctuation, conjunctions), also using personal knowledge and experience. They capture the structure of the text (e.g. titles, paragraphs, internal divisions) and the function of its components. They know and use common words and expressions, even those that are not associated with familiar situations. They know and use basic grammatical forms and structures and the related terminology.	
Level 4. Students can independently recognise and decipher complex, explicit and implicit meanings. They can reorganise information into a logical hierarchy. They understand the meaning of the text as a whole and can use this to summarise the text in a coherent way. They capture the general tone of the text (for example ironic or argumentative) or specific sections of it. They have command of a broad vocabulary, appropriate to the context. They know and use the main grammatical contents and can apply them to analyse and compare multiple linguistic elements (words, groups of words, or sentences).	
Level 5. Students can independently recognise and decipher complex, explicit and implicit meanings in a variety of texts. They can grasp the sense of the text beyond its literal meaning, identify its tone, function and purpose, and process details that are not immediately apparent. They recognise various methods of argumentation. They show a secure command of lexicon and tackle grammatical tasks that require analysis and comparison of complex linguistic structures while controlling in parallel multiple aspects of grammar (e.g. syntax and morphology).	