

Domande

PSCDS

Prova Scritta Concorso Dirigenti Scolastici 2023

Prova PSCDS2023_ARC

La risposta corretta è sempre la [a]

Area: A - Domanda 1 - ID Sorteggio: F543 - Rif: 9761

L'ammissione all'esame di Stato conclusivo del secondo ciclo per i candidati interni è disposta, in sede di scrutinio finale, dal consiglio di classe, presieduto dal dirigente scolastico o da suo delegato; il candidato illustri le condizioni di ammissione all'esame per tale tipologia di candidati.

Area: A - Domanda 2 - ID Sorteggio: 71EF - Rif: 9762

Il candidato evidenzi, in relazione al quadro normativo di riferimento ed alle responsabilità dirigenziali, le competenze del dirigente scolastico in merito alla designazione e all'eventuale sostituzione dei commissari interni per l'esame di Stato conclusivo del secondo ciclo.

Area: A - Domanda 3 - ID Sorteggio: F609 - Rif: 9763

Il candidato illustri funzione e struttura del Curriculum dello studente, descrivendo gli adempimenti delle istituzioni scolastiche ai fini della sua predisposizione.

Area: A - Domanda 4 - ID Sorteggio: 1183 - Rif: 9764

Il candidato argomenti sinteticamente in ordine alla mission, all'identità e alle modalità organizzative degli ITS Academy.

**Area: A - Domanda 5 - ID Sorteggio: 7D57 - Rif:
9765**

Il candidato evidenzi, in relazione al quadro normativo di riferimento ed alle responsabilità dirigenziali, le azioni del dirigente scolastico in ordine all'attivazione dell'insegnamento di una disciplina non linguistica in lingua straniera nei percorsi dell'istruzione tecnica.

**Area: A - Domanda 6 - ID Sorteggio: D54D - Rif:
9766**

Il candidato evidenzi, in relazione al quadro normativo di riferimento ed alle responsabilità dirigenziali, gli adempimenti da mettere in atto per garantire il diritto degli studenti di avvalersi, ovvero di non avvalersi, dell'insegnamento della Religione Cattolica (IRC).

**Area: A - Domanda 7 - ID Sorteggio: 4DB8 - Rif:
9767**

Il candidato illustri gli adempimenti delle istituzioni scolastiche in relazione all'ammissione all'esame di Stato conclusivo del secondo ciclo di candidati con DSA.

**Area: A - Domanda 8 - ID Sorteggio: E4C2 - Rif:
9768**

Il candidato illustri, in relazione al quadro normativo di riferimento ed alle responsabilità dirigenziali, le azioni del dirigente scolastico in ordine allo svolgimento degli esami preliminari nella scuola secondaria di secondo grado.

**Area: A - Domanda 9 - ID Sorteggio: F740 - Rif:
9769**

Il candidato illustri, in relazione al quadro normativo di riferimento ed alle responsabilità dirigenziali, gli adempimenti necessari per l'attivazione di un nuovo indirizzo di studio in un istituto di istruzione secondaria di secondo grado.

**Area: A - Domanda 10 - ID Sorteggio: B82E - Rif:
9770**

In relazione al quadro normativo di riferimento il candidato illustri responsabilità e competenze del dirigente scolastico in relazione agli esami di idoneità nel primo ciclo di istruzione.

**Area: A - Domanda 11 - ID Sorteggio: 58F2 - Rif:
9771**

In relazione al quadro normativo di riferimento il candidato illustri responsabilità e competenze del dirigente scolastico in relazione agli esami di idoneità nel secondo ciclo di istruzione.

**Area: A - Domanda 12 - ID Sorteggio: 871C - Rif:
9772**

Il candidato illustri caratteristiche e modalità dell'assolvimento dell'obbligo formativo tramite la sottoscrizione di un contratto di apprendistato.

**Area: A - Domanda 13 - ID Sorteggio: 7E58 - Rif:
9773**

Il candidato evidenzi, in relazione al quadro normativo di riferimento ed alle responsabilità dirigenziali, le principali azioni del dirigente scolastico in relazione alla formazione delle classi prime nella scuola secondaria di secondo grado.

**Area: A - Domanda 14 - ID Sorteggio: 4B58 - Rif:
9774**

Il candidato evidenzi, in relazione al quadro normativo di riferimento ed alle responsabilità dirigenziali, le principali azioni del dirigente scolastico in relazione alla formazione delle classi prime nella scuola primaria.

Area: A - Domanda 15 - ID Sorteggio: E904 - Rif: 9775

Il candidato evidenzi, in relazione al quadro normativo di riferimento ed alle responsabilità dirigenziali, le principali azioni del dirigente scolastico in ordine alla comunicazione dei genitori di uno studente di 17 anni concernente l'impossibilità della frequenza scolastica del figlio per la necessità di sottoporsi a terapie domiciliari, a causa di gravi patologie, per un periodo di sei mesi.

Area: A - Domanda 16 - ID Sorteggio: D3E3 - Rif: 9776

Il candidato illustri le modalità di individuazione dei docenti cui affidare l'insegnamento dell'educazione civica in un'istituzione scolastica del secondo ciclo, anche con riferimento alla figura del docente con compiti di coordinamento.

Area: A - Domanda 17 - ID Sorteggio: B7B7 - Rif: 9777

Il candidato evidenzi, in relazione al quadro normativo di riferimento ed alle responsabilità dirigenziali, le principali azioni del dirigente scolastico in relazione ad un progetto, che coinvolge l'intero istituto da lui diretto, di definizione di unità di insegnamento non coincidenti con l'unità oraria della lezione, nell'esercizio dell'autonomia didattica ai sensi del DPR 275/1999.

Area: A - Domanda 18 - ID Sorteggio: 43CF - Rif: 9778

Il candidato evidenzi, in relazione al quadro normativo di riferimento ed alle responsabilità dirigenziali, le principali azioni del dirigente scolastico in relazione all'utilizzo della quota di autonomia in un liceo.

Area: A - Domanda 19 - ID Sorteggio: 852B - Rif: 9779

Il candidato evidenzi, in relazione al quadro normativo di riferimento ed alle responsabilità dirigenziali, le principali azioni del dirigente scolastico in relazione all'utilizzo della quota di autonomia in un istituto tecnico.

**Area: A - Domanda 20 - ID Sorteggio: A741 - Rif:
9780**

Il candidato illustri le novità relative alla seconda prova scritta dell'esame di Stato conclusivo del secondo ciclo introdotte, dall'anno scolastico 2022/2023, nei percorsi di istruzione professionale di cui al decreto legislativo n. 61 del 2017.

**Area: A - Domanda 21 - ID Sorteggio: 2A1F - Rif:
9781**

Il candidato illustri le possibili azioni del dirigente scolastico volte a favorire la progettazione interdisciplinare per competenze in un istituto professionale del vigente ordinamento.

**Area: A - Domanda 22 - ID Sorteggio: DEF9 - Rif:
9782**

Il candidato evidenzi, in relazione al quadro normativo di riferimento ed alle responsabilità dirigenziali, le principali azioni del dirigente scolastico in relazione alla possibile declinazione degli indirizzi di studio in percorsi formativi richiesti dal territorio coerenti con le priorità indicate dalle Regioni nella propria programmazione.

**Area: A - Domanda 23 - ID Sorteggio: EAEB - Rif:
9783**

Il candidato illustri il vigente quadro normativo relativo al diritto all'istruzione dei minori stranieri presenti sul territorio nazionale e alle modalità del loro inserimento nelle scuole italiane.

**Area: A - Domanda 24 - ID Sorteggio: 14A3 - Rif:
9784**

Il candidato illustri possibili azioni del dirigente scolastico finalizzate alla promozione e organizzazione di attività volte a incentivare l'eccellenza degli studenti.

**Area: A - Domanda 25 - ID Sorteggio: 2CC9 - Rif:
9785**

Il candidato illustri possibili azioni del dirigente scolastico volte a favorire l'esercizio dell'autonomia di ricerca, sperimentazione e sviluppo nell'istituzione scolastica a lui affidata.

**Area: A - Domanda 26 - ID Sorteggio: A691 - Rif:
9786**

Il candidato illustri in sintesi i principali elementi di novità introdotti dalla Legge n. 107 del 13 luglio 2015, con particolare riferimento a quanto disposto al fine di *"dare piena attuazione al processo di realizzazione dell'autonomia e di riorganizzazione dell'intero sistema di istruzione"*.

**Area: A - Domanda 27 - ID Sorteggio: 4F0D - Rif:
9787**

Il candidato illustri l'articolazione del sistema dei licei e delinea le caratteristiche fondamentali dell'identità dei percorsi liceali.

**Area: A - Domanda 28 - ID Sorteggio: 6BE9 - Rif:
9788**

Il candidato illustri ruolo, funzioni e possibile composizione del Comitato tecnico-scientifico in un istituto secondario di secondo grado.

**Area: A - Domanda 29 - ID Sorteggio: 01AB - Rif:
9789**

Il Candidato illustri gli assetti organizzativi e didattico/metodologici dei percorsi dell'istruzione professionale, in relazione al quadro normativo vigente.

Area: A - Domanda 30 - ID Sorteggio: 7492 - Rif: 9790

Il candidato illustri, in relazione al quadro normativo di riferimento, le azioni del dirigente scolastico in ordine al processo di individuazione dei collaboratori nell'ambito dello svolgimento delle proprie funzioni organizzative e amministrative.

Area: A - Domanda 31 - ID Sorteggio: 5073 - Rif: 9791

I Percorsi per le competenze trasversali e per l'orientamento - PCTO possono portare gli studenti a svolgere le loro esperienze in ambienti di apprendimento diversi dalle aule scolastiche, presso strutture ospitanti di varie tipologie. Il candidato illustri gli adempimenti e le azioni da mettere in atto per garantire la salute e la sicurezza degli studenti frequentanti i suddetti percorsi, in relazione al quadro normativo di riferimento ed alle responsabilità dirigenziali.

Area: A - Domanda 32 - ID Sorteggio: A929 - Rif: 9792

La L. 30 dicembre 2018, n. 145 art.1 comma 784, ridenomina i percorsi in alternanza scuola-lavoro (di cui al decreto legislativo 15 aprile 2005, n. 77) in "percorsi per le competenze trasversali e per l'orientamento". Dopo averne precisato la durata complessiva e la collocazione negli istituti professionali, negli istituti tecnici e nei licei, si approfondisca il tema degli obiettivi e delle finalità dei suddetti percorsi.

Area: A - Domanda 33 - ID Sorteggio: A2D6 - Rif: 9793

Il candidato argomenti in ordine alle forme di autonomia delle istituzioni scolastiche previste dal Decreto del Presidente della Repubblica 8 marzo 1999, n. 275.

Area: A - Domanda 34 - ID Sorteggio: B337 - Rif: 9794

Il candidato illustri i principi e le finalità del sistema integrato di educazione e di istruzione dalla nascita sino a sei anni, secondo la normativa vigente.

**Area: A - Domanda 35 - ID Sorteggio: 8A37 - Rif:
9795**

Il candidato illustri l'organizzazione del sistema integrato di educazione e di istruzione dalla nascita sino a sei anni, secondo la normativa vigente.

**Area: A - Domanda 36 - ID Sorteggio: 33D2 - Rif:
9796**

Il candidato illustri, in relazione al quadro normativo di riferimento ed alle responsabilità dirigenziali, le azioni del Dirigente scolastico in caso di richiesta da parte di una famiglia di trattenere il figlio presso la scuola dell'infanzia oltre il sesto anno di età.

**Area: A - Domanda 37 - ID Sorteggio: A35B - Rif:
9797**

Il candidato evidenzi i tratti innovativi introdotti con il Decreto legislativo 13 aprile 2017, n. 61, rispetto al previgente ordinamento dell'Istruzione professionale.

**Area: A - Domanda 38 - ID Sorteggio: 4AD3 - Rif:
9798**

Il candidato illustri, in relazione al quadro normativo di riferimento ed alle responsabilità dirigenziali, le azioni del Dirigente scolastico in ordine all'attuazione dell'autonomia dell'istituzione scolastica con riferimento al calendario scolastico e all'orario del curriculum.

**Area: A - Domanda 39 - ID Sorteggio: F236 - Rif:
9799**

Il candidato illustri, in relazione al quadro normativo di riferimento ed alle responsabilità dirigenziali, le principali azioni del Dirigente scolastico in ordine alla costituzione di una rete di scuole.

**Area: A - Domanda 40 - ID Sorteggio: 82A6 - Rif:
9800**

Il candidato illustri, in relazione al quadro normativo di riferimento ed alle responsabilità dirigenziali, le azioni del Dirigente scolastico in ordine alla richiesta di una famiglia di esonerare il figlio dalle attività di educazione fisica (o educazione motoria o scienze motorie e sportive).

**Area: A - Domanda 41 - ID Sorteggio: 345C - Rif:
9801**

Il candidato illustri, in relazione al quadro normativo di riferimento, gli obiettivi formativi prioritari in riferimento alle iniziative di potenziamento dell'offerta formativa realizzabili da parte delle istituzioni scolastiche.

**Area: A - Domanda 42 - ID Sorteggio: 0BC9 - Rif:
9802**

Il candidato illustri, in relazione al quadro normativo di riferimento ed alle responsabilità dirigenziali, le azioni del Dirigente scolastico in ordine alla gestione dell'organico dell'autonomia.

**Area: A - Domanda 43 - ID Sorteggio: F027 - Rif:
9803**

Il candidato illustri la composizione, le funzioni e le attribuzioni del Consiglio di istituto (o di circolo), evidenziando anche l'esigenza di armonizzare quanto previsto dalle norme istitutive degli organi collegiali con le successive disposizioni che hanno riguardato l'autonomia delle istituzioni scolastiche e le competenze del Dirigente scolastico.

**Area: A - Domanda 44 - ID Sorteggio: 6C67 - Rif:
9804**

Il candidato illustri la composizione, le funzioni e le attribuzioni del Collegio docenti, evidenziando anche l'esigenza di armonizzare quanto previsto dalle norme istitutive degli organi collegiali con le successive disposizioni che hanno riguardato l'autonomia delle istituzioni scolastiche e le competenze del Dirigente scolastico.

Area: A - Domanda 45 - ID Sorteggio: DA3C - Rif: 9805

Il candidato illustri la composizione, le funzioni e le attribuzioni del Consiglio di classe (o di intersezione o di interclasse), evidenziando anche l'esigenza di armonizzare quanto previsto dalle norme istitutive degli organi collegiali con le successive disposizioni che hanno riguardato l'autonomia delle istituzioni scolastiche e le competenze del Dirigente scolastico e tenendo altresì conto della necessità di garantire l'adeguata partecipazione delle rappresentanze dei genitori e degli studenti (laddove prevista).

Area: A - Domanda 46 - ID Sorteggio: 98B9 - Rif: 9806

Con il D.M. 22 dicembre 2022, n. 328 sono state adottate le Linee guida per l'orientamento, relative alla riforma 1.4 "Riforma del sistema di orientamento", nell'ambito della Missione 4 – Componente 1 – del PNRR. Il candidato illustri le finalità e gli obiettivi delle Linee guida, anche alla luce delle indicazioni fornite dall'Unione europea.

Area: A - Domanda 47 - ID Sorteggio: 5AE3 - Rif: 9807

Con il D.M. 22 dicembre 2022, n. 328 sono state adottate le Linee guida per l'orientamento, relative alla riforma 1.4 "Riforma del sistema di orientamento", nell'ambito della Missione 4 – Componente 1 – del PNRR. Il candidato illustri l'organizzazione dei moduli curriculari di orientamento nella scuola secondaria, anche facendo riferimento alle risorse per la gestione delle attività da parte delle scuole.

Area: A - Domanda 48 - ID Sorteggio: 8F23 - Rif: 9808

Con il D.M. 22 dicembre 2022, n. 328 sono state adottate le Linee guida per l'orientamento, relative alla riforma 1.4 "Riforma del sistema di orientamento", nell'ambito della Missione 4 – Componente 1 – del PNRR. Il candidato riferisca in particolare sulla realizzazione della Piattaforma digitale unica per l'orientamento e sull'adozione dell'E-portfolio.

Area: A - Domanda 49 - ID Sorteggio: 83DF - Rif: 9809

Il candidato illustri le diverse tipologie di responsabilità attribuite al Dirigente scolastico nell'ambito delle proprie funzioni, indicando i relativi riferimenti normativi.

**Area: A - Domanda 50 - ID Sorteggio: 7CDD - Rif:
9810**

Il candidato illustri, in relazione al quadro normativo di riferimento ed alle responsabilità dirigenziali, le azioni del Dirigente scolastico in ordine alle diverse modalità previste per l'assolvimento dell'obbligo di istruzione e alla relativa vigilanza.

**Area: A - Domanda 51 - ID Sorteggio: 2D30 - Rif:
9811**

Il candidato argomenti in ordine alle modalità di attuazione dell'istruzione parentale, in relazione al quadro normativo di riferimento ed alle responsabilità dirigenziali.

**Area: A - Domanda 52 - ID Sorteggio: F700 - Rif:
9812**

Il candidato argomenti in ordine alle modalità di attivazione ed organizzazione dei nuovi percorsi ad indirizzo musicale delle scuole secondarie di primo grado.

**Area: A - Domanda 53 - ID Sorteggio: AE77 - Rif:
9813**

Il candidato illustri, in relazione al quadro normativo di riferimento, i diversi modelli organizzativi della scuola primaria e le azioni del Dirigente scolastico in ordine all'adozione dei suddetti modelli.

**Area: A - Domanda 54 - ID Sorteggio: 9864 - Rif:
9814**

Il candidato illustri gli adempimenti a carico delle istituzioni scolastiche e le azioni del Dirigente scolastico, in relazione al quadro normativo di riferimento ed alle responsabilità dirigenziali, in ordine all'adozione dei libri di testo negli istituti di istruzione secondaria.

**Area: A - Domanda 55 - ID Sorteggio: AEEDD - Rif:
9815**

Il candidato illustri, in relazione al quadro normativo vigente ed alle responsabilità dirigenziali, le azioni del Dirigente scolastico in ordine alle tasse scolastiche ed ai contributi volontari.

**Area: A - Domanda 56 - ID Sorteggio: 9D01 - Rif:
9816**

Il candidato evidenzi gli adempimenti a carico delle istituzioni scolastiche e le azioni del Dirigente scolastico, in relazione al quadro normativo vigente ed alle responsabilità dirigenziali, in ordine alla gestione delle iscrizioni eccedenti il numero massimo degli alunni accoglibili.

**Area: A - Domanda 57 - ID Sorteggio: 8147 - Rif:
9817**

Il candidato illustri, in relazione al quadro normativo vigente, l'assetto didattico dei Centri provinciali per l'istruzione degli adulti.

**Area: A - Domanda 58 - ID Sorteggio: CD5E - Rif:
9818**

Il candidato illustri gli ambiti nei quali dispiegano i propri effetti gli otto decreti attuativi della legge n. 107/2015.

**Area: A - Domanda 59 - ID Sorteggio: 4E21 - Rif:
9819**

Il candidato illustri, in relazione al quadro normativo vigente ed alle responsabilità dirigenziali, le azioni del dirigente scolastico in ordine alla definizione del Patto Formativo Individuale nell'istruzione degli adulti.

**Area: A - Domanda 60 - ID Sorteggio: D880 - Rif:
9820**

Il candidato illustri, in relazione al quadro normativo vigente ed alle responsabilità dirigenziali, le azioni del dirigente scolastico in ordine alla definizione del Progetto Formativo Individuale nell'istruzione professionale.

**Area: A - Domanda 61 - ID Sorteggio: 818E - Rif:
9821**

Il candidato illustri, in relazione al quadro normativo vigente ed alle responsabilità dirigenziali, le azioni del dirigente scolastico in ordine ai passaggi tra i percorsi di istruzione professionale e i percorsi di istruzione e formazione professionale.

**Area: A - Domanda 62 - ID Sorteggio: 4A2B - Rif:
9822**

Il candidato evidenzi, in relazione al quadro normativo di riferimento ed alle responsabilità dirigenziali, le azioni che possono essere messe in atto dalle istituzioni scolastiche in ordine alla tutela del diritto allo studio degli studenti praticanti attività sportiva agonistica.

**Area: B - Domanda 63 - ID Sorteggio: 559C - Rif:
9823**

Il candidato evidenzi, in relazione al quadro normativo di riferimento ed alle responsabilità dirigenziali, le principali azioni del dirigente scolastico per costruire e realizzare con il DSGA una relazione professionale che tenda a favorire l'efficacia e l'efficienza del servizio scolastico in coerenza con il PTOF.

**Area: B - Domanda 64 - ID Sorteggio: 18ED - Rif:
9824**

Il candidato evidenzi, in relazione al quadro normativo di riferimento ed alle responsabilità dirigenziali, le principali azioni del dirigente scolastico che prende servizio in una scuola dove non c'è un DSGA titolare.

Area: B - Domanda 65 - ID Sorteggio: D78F - Rif: 9825

Il candidato evidenzi, in relazione al quadro normativo di riferimento ed alle responsabilità dirigenziali, le principali azioni del dirigente scolastico che, nella costruzione di organigramma e funzionigramma, deve individuare le diverse figure e le funzioni ad esse assegnate, tenendo conto della necessità di favorire l'efficacia e l'efficienza del servizio scolastico e la realizzazione del PTOF attraverso la più ampia partecipazione e condivisione delle scelte.

Area: B - Domanda 66 - ID Sorteggio: 47B7 - Rif: 9826

Il candidato evidenzi, in relazione al quadro normativo di riferimento ed alle responsabilità dirigenziali, le principali azioni del dirigente scolastico nell'individuare i coadiutori in attività di supporto organizzativo e didattico introdotti dalla legge 107/2015 e le funzioni ad essi assegnate, tenendo conto della necessità di favorire l'efficacia e l'efficienza del servizio scolastico e la realizzazione del PTOF attraverso la più ampia partecipazione e condivisione delle scelte.

Area: B - Domanda 67 - ID Sorteggio: 5931 - Rif: 9827

Il candidato evidenzi, in relazione al quadro normativo di riferimento ed alle responsabilità dirigenziali, le principali azioni del dirigente scolastico per effettuare il controllo di gestione rispetto agli incarichi conferiti alle figure di riferimento delle aree delle Funzioni strumentali al PTOF, individuate dal Collegio Docenti.

Area: B - Domanda 68 - ID Sorteggio: 5458 - Rif: 9828

Il candidato evidenzi, in relazione al quadro normativo di riferimento ed alle responsabilità dirigenziali, le principali azioni del dirigente scolastico nell'esercizio del potere di delega in riferimento ai docenti collaboratori da lui individuati, ai quali nello svolgimento delle proprie funzioni organizzative e amministrative possono essere delegati specifici compiti.

Area: B - Domanda 69 - ID Sorteggio: 88A3 - Rif: 9829

Il candidato evidenzi, in relazione al quadro normativo di riferimento ed alle responsabilità dirigenziali, le principali azioni del dirigente scolastico di una scuola secondaria di primo grado dove si avverte la

necessità di valorizzare il lavoro dei docenti che svolgono la funzione di coordinatori di classe, dando senso e significato all'incarico loro assegnato anche ai fini di rendere più efficaci ed efficienti i rapporti scuola famiglia.

Area: B - Domanda 70 - ID Sorteggio: 5507 - Rif: 9830

Il candidato evidenzia, in relazione al quadro normativo di riferimento ed alle responsabilità dirigenziali, le principali azioni del dirigente scolastico per la predisposizione, approvazione e comunicazione, all'inizio dell'anno scolastico, del Piano annuale delle attività dei docenti, funzionale alla realizzazione del PTOF.

Area: B - Domanda 71 - ID Sorteggio: 01DC - Rif: 9831

Il candidato evidenzia, in relazione al quadro normativo di riferimento ed alle responsabilità dirigenziali, le principali azioni del dirigente scolastico nella situazione in cui, nel corso della trattativa per la stipula del contratto integrativo d'istituto, la RSU di un Istituto di istruzione superiore, con un organico di diritto di 150 docenti e circa 1200 studenti, contesta la proposta di attribuire un compenso a carico del Fondo per il miglioramento dell'offerta formativa a quattro docenti, di cui si avvale in qualità di collaboratori, due dei quali hanno 9 ore di potenziamento per supporto organizzativo e didattico e 9 ore di servizio in classe.

Area: B - Domanda 72 - ID Sorteggio: D3DA - Rif: 9832

Il candidato evidenzia, in relazione al quadro normativo di riferimento ed alle responsabilità dirigenziali, le principali azioni del dirigente scolastico per promuovere nella scuola in cui opera la dimensione europea della formazione del personale scolastico.

Area: B - Domanda 73 - ID Sorteggio: C921 - Rif: 9833

Il candidato evidenzia, in relazione al quadro normativo di riferimento ed alle responsabilità dirigenziali, le principali azioni del dirigente scolastico di nuova nomina che, prendendo servizio in un istituto comprensivo che ha visto avvicinarsi di numerosi dirigenti reggenti nel tempo, è intenzionato a proporre la conferma di tutti gli incarichi organizzativi ricoperti nell'anno precedente ma non ottiene dal precedente referente di un plesso di scuola primaria, situato a 20 km dalla sede principale, la disponibilità a ricoprire l'incarico.

Area: B - Domanda 74 - ID Sorteggio: 2922 - Rif: 9834

Il candidato evidenzi, in relazione al quadro normativo di riferimento ed alle responsabilità dirigenziali, le principali azioni del dirigente scolastico di nuova nomina in un istituto superiore dove regna una grande conflittualità tra docenti che appartengono a indirizzi diversi: liceo classico, liceo scientifico e indirizzo professionale.

Area: B - Domanda 75 - ID Sorteggio: 2F96 - Rif: 9835

Il candidato evidenzi, in relazione al quadro normativo di riferimento ed alle responsabilità dirigenziali, le principali azioni del dirigente scolastico per presentare all'utenza un'offerta formativa organica e coerente con la *vision* dell'istituto.

Area: B - Domanda 76 - ID Sorteggio: C46B - Rif: 9836

Il candidato evidenzi, in relazione al quadro normativo di riferimento ed alle responsabilità dirigenziali, le principali azioni del dirigente scolastico per promuovere la condivisione e il rispetto del Regolamento di Istituto approvato dal Consiglio di Istituto.

Area: B - Domanda 77 - ID Sorteggio: 9525 - Rif: 9837

Il candidato evidenzi, in relazione al quadro normativo di riferimento ed alle responsabilità dirigenziali, le principali azioni del dirigente scolastico nei processi di gestione delle Istituzioni Scolastiche in rapporto alle esigenze del territorio ed all'autonomia scolastica.

Area: B - Domanda 78 - ID Sorteggio: 9E24 - Rif: 9838

Il candidato evidenzi, in relazione al quadro normativo di riferimento ed alle responsabilità dirigenziali, le principali azioni del dirigente scolastico per innalzare il grado di riflessione, partecipazione e formalizzazione di tutte le componenti scolastiche alle azioni individuate nel PTOF dell'Istituto.

**Area: B - Domanda 79 - ID Sorteggio: AEE9 - Rif:
9839**

Il candidato evidenzi, in relazione al quadro normativo di riferimento e alle responsabilità dirigenziali, le principali azioni del dirigente scolastico per controllare i processi in corso nel proprio istituto ed attivare un sistema di monitoraggio che verifichi una coerente attuazione dei progetti presenti nel PTOF dell'istituto ed un riscontro del loro impatto.

**Area: B - Domanda 80 - ID Sorteggio: C4F5 - Rif:
9840**

Il candidato evidenzi, in relazione al quadro normativo di riferimento ed alle responsabilità dirigenziali, le principali azioni del dirigente scolastico per monitorare che gli incarichi conferiti nell'ambito del funzionigramma del proprio istituto siano espletati correttamente.

**Area: B - Domanda 81 - ID Sorteggio: BD51 - Rif:
9841**

Il candidato evidenzi, in relazione al quadro normativo di riferimento ed alle responsabilità dirigenziali, le principali azioni del dirigente scolastico di un istituto comprensivo sul cui sito web non sono adeguatamente comunicate le attività proposte e realizzate dalla scuola e nei cui uffici amministrativi ci sono diverse criticità nell'adempimento degli obblighi di pubblicità e trasparenza.

**Area: B - Domanda 82 - ID Sorteggio: 0030 - Rif:
9842**

Il candidato evidenzi, in relazione al quadro normativo di riferimento ed alle responsabilità dirigenziali, le principali azioni del dirigente scolastico di un istituto comprensivo dove alcuni genitori di una classe terza della secondaria di primo grado chiedono spiegazioni sul metodo di insegnamento di un docente, ritenendolo inadeguato.

**Area: B - Domanda 83 - ID Sorteggio: C895 - Rif:
9843**

Il candidato evidenzi, in relazione al quadro normativo di riferimento ed alle responsabilità dirigenziali, le principali azioni del dirigente scolastico nella gestione delle elezioni per il rinnovo triennale di tutte le componenti del Consiglio di Istituto.

**Area: B - Domanda 84 - ID Sorteggio: 0B90 - Rif:
9844**

Il candidato evidenzi, in relazione al quadro normativo di riferimento ed alle responsabilità dirigenziali, le principali azioni del dirigente scolastico nella gestione delle elezioni per il rinnovo annuale della componente studentesca del Consiglio di Istituto di una scuola secondaria di secondo grado.

**Area: B - Domanda 85 - ID Sorteggio: 56EE - Rif:
9845**

Il candidato evidenzi, in relazione al quadro normativo di riferimento ed alle responsabilità dirigenziali, le principali azioni del dirigente scolastico nella gestione delle elezioni per il rinnovo annuale della componente genitori dei Consigli di Classe di una scuola secondaria di secondo grado.

**Area: B - Domanda 86 - ID Sorteggio: 9F87 - Rif:
9846**

Il candidato evidenzi, in relazione al quadro normativo di riferimento ed alle responsabilità dirigenziali, le principali azioni del dirigente scolastico nella predisposizione, organizzazione e gestione del Collegio Docenti di inizio anno scolastico.

**Area: B - Domanda 87 - ID Sorteggio: 722A - Rif:
9847**

Il candidato evidenzi, in relazione al quadro normativo di riferimento ed alle responsabilità dirigenziali, le principali azioni del dirigente scolastico nella gestione delle operazioni che competono alla Giunta esecutiva del Consiglio di Istituto.

**Area: B - Domanda 88 - ID Sorteggio: 13AA - Rif:
9848**

Il candidato evidenzi, in relazione al quadro normativo di riferimento ed alle responsabilità dirigenziali, le principali azioni del dirigente scolastico nel predisporre l'orario scolastico, favorendo l'efficacia e l'efficienza del servizio scolastico e la realizzazione del PTOF.

Area: B - Domanda 89 - ID Sorteggio: F8FC - Rif: 9849

Il candidato evidenzi, in relazione al quadro normativo di riferimento ed alle responsabilità dirigenziali, le principali azioni del dirigente scolastico per contrastare, nell'istituto in cui opera, la diffidenza della comunità scolastica nei riguardi delle prove standardizzate INVALSI e promuovere l'interpretazione, la valorizzazione e la diffusione degli esiti delle stesse.

Area: B - Domanda 90 - ID Sorteggio: 26EE - Rif: 9850

Il candidato evidenzi, in relazione al quadro normativo di riferimento e alle responsabilità dirigenziali, le principali azioni del dirigente scolastico per assicurarsi che il personale scolastico sia formato in materia di sicurezza in modo adeguato, anche al fine di promuovere pratiche e valori condivisi, finalizzati a garantire un ambiente di lavoro sicuro e protetto.

Area: B - Domanda 91 - ID Sorteggio: E3E7 - Rif: 9851

Il candidato evidenzi, in relazione al quadro normativo di riferimento e alle responsabilità dirigenziali, le principali azioni del dirigente scolastico per assicurarsi che il personale scolastico sia adeguatamente formato in materia di prevenzione delle situazioni di bullismo e cyberbullismo.

Area: B - Domanda 92 - ID Sorteggio: 9060 - Rif: 9852

Il candidato evidenzi, in relazione al quadro normativo di riferimento e alle responsabilità dirigenziali, le principali azioni del dirigente scolastico per promuovere tra i docenti una sana collegialità e attivare gruppi di lavoro collaborativi in un ambiente di lavoro il più possibile privo di conflittualità.

Area: B - Domanda 93 - ID Sorteggio: 259E - Rif: 9853

Il candidato evidenzi, in relazione al quadro normativo di riferimento e alle responsabilità dirigenziali, le principali azioni del dirigente scolastico per migliorare i rapporti fra scuola e territorio, coinvolgendo anche i potenziali stakeholder.

Area: B - Domanda 94 - ID Sorteggio: 8916 - Rif: 9854

Il candidato evidenzi, in relazione al quadro normativo di riferimento e alle responsabilità dirigenziali, le principali azioni del dirigente scolastico per ridurre l'assenteismo dalle lezioni di studenti e studentesse di una scuola secondaria di secondo grado.

Area: B - Domanda 95 - ID Sorteggio: 647D - Rif: 9855

Il candidato evidenzi, in relazione al quadro normativo di riferimento e alle responsabilità dirigenziali, le principali azioni del dirigente scolastico per ridurre i frequenti ritardi all'ingresso a scuola di studenti e studentesse di una scuola secondaria di secondo grado.

Area: B - Domanda 96 - ID Sorteggio: 4AC8 - Rif: 9856

Il candidato evidenzi, in relazione al quadro normativo di riferimento e alle responsabilità dirigenziali, le principali azioni del dirigente scolastico per prevenire e contrastare situazioni di conflittualità tra docenti di sostegno e altri docenti del consiglio di classe.

Area: B - Domanda 97 - ID Sorteggio: 5BB1 - Rif: 9857

Il candidato evidenzi, in relazione al quadro normativo di riferimento e alle responsabilità dirigenziali, le principali azioni del dirigente scolastico per promuovere un modello di "management per obiettivi" atto a sostituire il modello di "management per procedure".

Area: B - Domanda 98 - ID Sorteggio: 7B63 - Rif: 9858

Il candidato evidenzi, in relazione al quadro normativo di riferimento e alle responsabilità dirigenziali, le principali azioni del dirigente scolastico per promuovere un ambiente collaborativo tra docenti e genitori.

Area: B - Domanda 99 - ID Sorteggio: 5667 - Rif: 9859

Il candidato evidenzi, in relazione al quadro normativo di riferimento e alle responsabilità dirigenziali, le principali azioni del dirigente scolastico per valorizzare e migliorare la professionalità docente.

Area: B - Domanda 100 - ID Sorteggio: 4755 - Rif: 9860

Il candidato evidenzi, in relazione al quadro normativo di riferimento e alle responsabilità dirigenziali, le principali azioni del dirigente scolastico per favorire momenti di confronto e di scambio tra docenti che utilizzano metodologie didattiche "diverse".

Area: B - Domanda 101 - ID Sorteggio: 9886 - Rif: 9861

Il candidato evidenzi, in relazione al quadro normativo di riferimento e alle responsabilità dirigenziali, le principali azioni del dirigente scolastico per contrastare la diffidenza da parte del personale docente verso le pratiche e gli strumenti di valutazione introdotti in seguito all'istituzione del Sistema Nazionale di Valutazione.

Area: B - Domanda 102 - ID Sorteggio: 8DCB - Rif: 9862

Il candidato evidenzi, in relazione al quadro normativo di riferimento e alle responsabilità dirigenziali, le principali azioni del dirigente scolastico per prevenire e contrastare la dispersione scolastica implicita.

**Area: B - Domanda 103 - ID Sorteggio: DCD8 -
Rif: 9863**

Il candidato evidenzi, in relazione al quadro normativo di riferimento e alle responsabilità dirigenziali, le principali azioni del dirigente scolastico per assicurare l'efficienza della comunicazione interna e l'efficacia della comunicazione verso l'esterno in una scuola con più plessi scolastici.

**Area: B - Domanda 104 - ID Sorteggio: 6F96 - Rif:
9864**

Il candidato evidenzi, in relazione al quadro normativo di riferimento e alle responsabilità dirigenziali, le principali azioni del dirigente scolastico per coinvolgere tutta la comunità scolastica a condividere le finalità, il processo e le modalità operative che portano ad un'efficace rendicontazione sociale.

**Area: B - Domanda 105 - ID Sorteggio: 4467 - Rif:
9865**

Il candidato evidenzi, in relazione al quadro normativo di riferimento ed alle responsabilità dirigenziali, le principali azioni del dirigente scolastico nella situazione e nel contesto professionale seguente: essendo assegnati nell'organico dell'autonomia di un liceo scientifico, diversamente da come richiesto, due docenti di musica e due docenti di diritto, le cui classi di concorso non sono oggetto di insegnamento nell'indirizzo, il D.S. deve utilizzare al meglio i quattro docenti, tenendo conto della necessità di favorire l'efficacia e l'efficienza del servizio scolastico attraverso la più ampia partecipazione e condivisione delle scelte.

**Area: B - Domanda 106 - ID Sorteggio: 45F2 - Rif:
9866**

Il candidato evidenzi, in relazione al quadro normativo di riferimento ed alle responsabilità dirigenziali, le principali azioni del dirigente scolastico per promuovere un sano coinvolgimento e una collaborazione fattiva delle famiglie di alunni e alunne di un istituto comprensivo nel quale la partecipazione alla vita scolastica presenta molte carenze perché un certo numero di genitori realizza soltanto contatti saltuari e limitati a casi di interesse personale.

**Area: B - Domanda 107 - ID Sorteggio: A459 - Rif:
9867**

Il candidato evidenzi, in relazione al quadro normativo di riferimento ed alle responsabilità dirigenziali, le principali azioni del dirigente scolastico per esercitare una leadership che si definisca educativa e "per

l'apprendimento".

**Area: B - Domanda 108 - ID Sorteggio: 7E02 - Rif:
9868**

Il candidato evidenzia, in relazione al quadro normativo di riferimento ed alle responsabilità dirigenziali, le principali azioni del dirigente scolastico nel coinvolgimento di tutti gli attori del processo di orientamento nella progettazione e realizzazione dei moduli di orientamento formativo di almeno 30 ore, anche extra curriculari, in tutte le classi di una secondaria di primo grado, finalizzati a privilegiare attività opzionali e laboratoriali che offrano ad alunne e alunni occasioni per autenticare e mettere a frutto attitudini, capacità e talenti nei quali reputino di poter esprimere il meglio di sé, come previsto dalle Linee Guida per l'orientamento.

**Area: B - Domanda 109 - ID Sorteggio: 5DF5 - Rif:
9869**

Il candidato evidenzia, in relazione al quadro normativo di riferimento ed alle responsabilità dirigenziali, le principali azioni del dirigente scolastico che opera in un istituto di istruzione secondaria di secondo grado di nuova costituzione che, a seguito del piano di dimensionamento, è costituito dall'unione di due istituzioni precedentemente autonome e con attriti storici scaturiti, in particolare, in fase di iscrizioni al primo anno di corso.

**Area: B - Domanda 110 - ID Sorteggio: CCB8 - Rif:
9870**

Il candidato evidenzia, in relazione al quadro normativo di riferimento e alle responsabilità dirigenziali, le principali azioni del dirigente scolastico da attivare in un istituto comprensivo costituito, a seguito del piano di dimensionamento scolastico, dall'unione di due istituzioni precedentemente autonome.

**Area: B - Domanda 111 - ID Sorteggio: 1A03 - Rif:
9871**

Il candidato evidenzia, in relazione al quadro normativo di riferimento e alle responsabilità dirigenziali, le principali azioni del dirigente scolastico a seguito della decadenza dell'intera componente genitori nel Consiglio di Istituto della scuola in cui opera.

**Area: B - Domanda 112 - ID Sorteggio: FBBB -
Rif: 9872**

Il candidato evidenzi, in relazione al quadro normativo di riferimento e alle responsabilità dirigenziali, le principali azioni del dirigente scolastico per garantire il regolare e continuo funzionamento del Nucleo Interno di Valutazione.

**Area: B - Domanda 113 - ID Sorteggio: E85A - Rif:
9873**

Il candidato evidenzi, in relazione al quadro normativo di riferimento e alle responsabilità dirigenziali, le principali azioni del dirigente scolastico per garantire ai docenti un'adeguata formazione in servizio.

**Area: B - Domanda 114 - ID Sorteggio: 1733 - Rif:
9874**

Il candidato evidenzi, in relazione al quadro normativo di riferimento e alle responsabilità dirigenziali, le principali azioni del dirigente scolastico di un istituto che all'inizio dell'anno scolastico, a seguito di operazioni di mobilità e di quiescenza, si trova a presiedere un Collegio docenti composto da nuove risorse e anche da alcuni neoimmessi.

**Area: B - Domanda 115 - ID Sorteggio: 7892 - Rif:
9875**

Il candidato evidenzi, in relazione al quadro normativo di riferimento e alle responsabilità dirigenziali, le principali azioni del dirigente scolastico per coinvolgere tutte le componenti scolastiche a condividere e rispettare principi e comportamenti definiti e sottoscritti nel Patto educativo di corresponsabilità.

**Area: B - Domanda 116 - ID Sorteggio: D4D5 - Rif:
9876**

Il candidato evidenzi, in relazione al quadro normativo di riferimento e alle responsabilità dirigenziali, le principali azioni del dirigente scolastico per assicurare una corretta pubblicità degli atti e sedute del Consiglio di Istituto della scuola in cui opera.

Area: C - Domanda 117 - ID Sorteggio: E121 - Rif: 9877

Con riferimento alla Sezione "Esiti" del Rapporto di Autovalutazione 2022-2025, illustri il candidato quali possibili segnali di difficoltà nei risultati scolastici potrebbero portare a fenomeni di abbandono scolastico.

Area: C - Domanda 118 - ID Sorteggio: 9733 - Rif: 9878

Il candidato illustri le azioni professionali che può mettere in campo il dirigente scolastico assegnato ad un istituto in cui sono state riscontrate forti resistenze ai processi di autovalutazione da parte dei docenti.

Area: C - Domanda 119 - ID Sorteggio: 8B94 - Rif: 9879

Nella sotto-area "Curricolo e offerta formativa" dell'area "Curricolo, progettazione e valutazione" del Rapporto di Autovalutazione 2022-2025, la scuola deve riflettere sulla definizione del curricolo e delle attività di arricchimento dell'offerta formativa. Indichi il candidato, tenuto conto del ruolo del dirigente scolastico, con quali modalità la scuola può informare gli studenti e le loro famiglie sugli obiettivi e i traguardi di apprendimento da raggiungere.

Area: C - Domanda 120 - ID Sorteggio: 84C9 - Rif: 9880

Con riferimento all'articolo 6 del d.P.R. n. 80/2013, il candidato illustri come si sviluppa il procedimento di valutazione delle istituzioni scolastiche.

Area: C - Domanda 121 - ID Sorteggio: ABAE - Rif: 9881

Illustri il candidato cosa si intende per priorità, traguardi e obiettivi di processo nell'ambito della predisposizione del Rapporto di Autovalutazione di una istituzione scolastica.

Area: C - Domanda 122 - ID Sorteggio: 34EC - Rif: 9882

Nell'ambito della predisposizione del Rapporto di Autovalutazione, illustri il candidato quali opportunità possono derivare dalle competenze possedute dai docenti e quali vincoli dalle eventuali figure professionali mancanti o carenti.

Area: C - Domanda 123 - ID Sorteggio: 259A - Rif: 9883

Il candidato illustri le azioni professionali che possono essere realizzate dal dirigente scolastico all'interno degli Organi collegiali in merito all'autovalutazione della scuola.

Area: C - Domanda 124 - ID Sorteggio: 5180 - Rif: 9884

Illustri il candidato, tenendo a riferimento la normativa vigente e le responsabilità del dirigente scolastico, le attività che l'istituzione scolastica può porre in essere per effettuare la rendicontazione sociale.

Area: C - Domanda 125 - ID Sorteggio: D97C - Rif: 9885

Il candidato illustri la relazione che intercorre tra Piano Triennale dell'Offerta Formativa e Piano di miglioramento, tenendo conto delle competenze e responsabilità del dirigente scolastico.

Area: C - Domanda 126 - ID Sorteggio: 7DFD - Rif: 9886

Nell'area "Inclusione e differenziazione" del Rapporto di Autovalutazione 2022-2025 si fa riferimento alle strategie adottate per la promozione di processi di inclusione e di insegnamento-apprendimento adeguati ai bisogni formativi degli studenti. Illustri il candidato, con riferimento al ruolo e alle responsabilità del dirigente scolastico, quali azioni, modalità di lavoro e strumenti possono essere adottati dalla scuola per favorire l'inclusione degli studenti con bisogni educativi speciali.

Area: C - Domanda 127 - ID Sorteggio: 5A3A - Rif: 9887

Nella sotto-area "Dimensione relazionale" dell'area "Ambiente di apprendimento" del Rapporto di Autovalutazione 2022-2025, la scuola è chiamata a porre attenzione alla definizione di regole di comportamento condivise. Tenuto conto delle responsabilità proprie del dirigente scolastico, illustri il candidato quali azioni possono essere intraprese per la condivisione di tali regole tra gli studenti, soprattutto nel caso in cui si verificano episodi di comportamenti problematici.

Area: C - Domanda 128 - ID Sorteggio: 00DB - Rif: 9888

Con riferimento alla sezione del Rapporto di Autovalutazione relativa agli "Esiti", il candidato individui le azioni che possono essere realizzate al fine di migliorare i livelli di apprendimento degli alunni nel caso in cui gli esiti degli scrutini risultino fortemente differenziati tra classi parallele.

Area: C - Domanda 129 - ID Sorteggio: 53C7 - Rif: 9889

Nella sotto-area "Recupero e potenziamento" dell'area "Inclusione e differenziazione" del Rapporto di Autovalutazione 2022-2025, la scuola fa riferimento ad azioni, modalità di lavoro e strumenti che possono favorire il recupero e il potenziamento degli studenti. Illustri il candidato, con riferimento al ruolo del dirigente scolastico, in che modo possono essere monitorati e valutati i risultati raggiunti dagli studenti coinvolti nelle attività di recupero e/o di potenziamento.

Area: C - Domanda 130 - ID Sorteggio: F9A4 - Rif: 9890

Illustri il candidato, alla luce della normativa vigente e delle responsabilità del dirigente scolastico, in che modo il Piano Triennale dell'Offerta Formativa della scuola può riflettere le esigenze del contesto culturale, sociale ed economico della realtà locale.

Area: C - Domanda 131 - ID Sorteggio: C551 - Rif: 9891

Nell'Area "Orientamento strategico e organizzazione della scuola" del Rapporto di Autovalutazione 2022-2025 si fa riferimento alla capacità di monitorare le attività intraprese dall'istituzione scolastica. Illustri il candidato, con riferimento al ruolo e alle responsabilità del dirigente scolastico, quali strumenti possono

essere definiti e utilizzati per effettuare una rilevazione periodica e sistematica di informazioni e di dati sull'andamento delle attività.

Area: C - Domanda 132 - ID Sorteggio: BBF4 - Rif: 9892

Tenendo conto della normativa vigente, illustri il candidato le forme di flessibilità organizzativa e didattica che le istituzioni scolastiche possono adottare nell'esercizio della propria autonomia.

Area: C - Domanda 133 - ID Sorteggio: D7F3 - Rif: 9893

Alla luce della normativa vigente, il candidato illustri i passaggi organizzativi per l'elaborazione di un Rapporto di Autovalutazione che coinvolga l'intera comunità scolastica, dall'analisi dei punti di forza e di debolezza alla formulazione del Piano di miglioramento.

Area: C - Domanda 134 - ID Sorteggio: 9CA3 - Rif: 9894

Nell'area "Orientamento strategico e organizzazione della scuola" del Rapporto di Autovalutazione 2022-2025, si fa riferimento, tra l'altro, alla capacità di indirizzare le risorse finanziarie verso il perseguimento delle finalità dell'istituto. Indichi il candidato, con riferimento al ruolo del dirigente scolastico, le possibili interconnessioni tra risorse economiche e progetti, tenuto conto di finalità, durata e beneficiari.

Area: C - Domanda 135 - ID Sorteggio: 0C8B - Rif: 9895

Nell'area "Risultati scolastici" del Rapporto di Autovalutazione 2022-2025, sono riportati, tra l'altro, i trasferimenti e gli abbandoni degli studenti. Indichi il candidato, con riferimento alle responsabilità e al ruolo del dirigente scolastico, quali azioni possono essere intraprese per sostenere il percorso scolastico degli studenti riducendo, al contempo, il fenomeno degli abbandoni.

Area: C - Domanda 136 - ID Sorteggio: 363F - Rif: 9896

Alla luce della normativa vigente e nell'esercizio delle prerogative dell'azione dirigenziale, il candidato illustri i passaggi organizzativi essenziali per l'implementazione di una progettazione strategica triennale che, partendo dalla rendicontazione sociale del triennio precedente, definisca il Piano Triennale dell'Offerta Formativa del nuovo triennio.

Area: C - Domanda 137 - ID Sorteggio: AA46 - Rif: 9897

La Sotto-area "Dimensione relazionale" dell'Area "Ambiente di apprendimento" del Rapporto di Autovalutazione 2022-2025 suggerisce alle istituzioni scolastiche di porre particolare attenzione allo sviluppo di un clima di apprendimento positivo. Illustri il candidato, con riferimento al ruolo del dirigente scolastico, quali attività possono essere promosse per creare un buon clima relazionale.

Area: C - Domanda 138 - ID Sorteggio: 9D82 - Rif: 9898

Alla luce della normativa vigente e nell'esercizio delle prerogative dell'azione dirigenziale, il candidato illustri i possibili contenuti di un atto di indirizzo, da presentare al collegio dei docenti finalizzato al miglioramento degli esiti a distanza, motivando le possibili scelte dell'ampliamento dell'offerta formativa in stretto collegamento con le realtà produttive del territorio.

Area: C - Domanda 139 - ID Sorteggio: 7D9A - Rif: 9899

Nell'area "Integrazione con il territorio e rapporti con le famiglie" del Rapporto di Autovalutazione 2022-2025 si fa riferimento alla capacità della scuola di proporsi come partner strategico di reti territoriali. Illustri il candidato, con riferimento al ruolo e alle responsabilità del dirigente scolastico, quali azioni possono essere realizzate per promuovere reti e accordi a fini formativi.

Area: C - Domanda 140 - ID Sorteggio: 5E3C - Rif: 9900

Nell'area "Sviluppo e valorizzazione delle risorse umane" del Rapporto di Autovalutazione 2022-2025 si fa riferimento alla capacità della scuola di investire nelle competenze del personale. Illustri il candidato, con riferimento alla normativa vigente e alle responsabilità proprie del dirigente scolastico, in che modo possono essere individuate, riconosciute e valorizzate le competenze del personale.

Area: C - Domanda 141 - ID Sorteggio: E6A3 - Rif: 9901

Nell'area "Integrazione con il territorio e rapporti con le famiglie" del Rapporto di Autovalutazione 2022-2025 si fa riferimento alla capacità della scuola di coordinarsi con i diversi soggetti che hanno responsabilità per le politiche dell'istruzione nel territorio. Illustri il candidato, con riferimento al ruolo e alle responsabilità del dirigente scolastico, quali azioni possono essere intraprese per interagire con i diversi soggetti istituzionali del territorio.

Area: C - Domanda 142 - ID Sorteggio: 7503 - Rif: 9902

Il candidato illustri le azioni professionali che può mettere in atto il dirigente scolastico per coinvolgere la componente studenti nell'autovalutazione di un istituto di istruzione secondaria di secondo grado.

Area: C - Domanda 143 - ID Sorteggio: 0178 - Rif: 9903

Il candidato illustri, in relazione alla Sotto-area "Dimensione organizzativa" dell'Area "Ambienti di Apprendimento" del Rapporto di Autovalutazione 2022-2025, in che modo possono essere utilizzate e valorizzate le dotazioni tecnologiche della scuola per migliorare e potenziare l'azione didattica.

Area: C - Domanda 144 - ID Sorteggio: 154E - Rif: 9904

Nell'area "Popolazione scolastica" della Sezione "Contesto" del Rapporto di Autovalutazione 2022-2025 sono riportate le caratteristiche della popolazione studentesca della scuola. Illustri il candidato come tali caratteristiche si riflettono nella predisposizione del Piano Triennale dell'Offerta Formativa e del curriculum di istituto.

Area: C - Domanda 145 - ID Sorteggio: 9E45 - Rif: 9905

L'autovalutazione di un istituto scolastico rappresenta un momento fondamentale per la successiva stesura del curriculum di istituto. Il candidato illustri le azioni strategiche che possono essere attivate dal dirigente scolastico per la predisposizione di un curriculum verticale finalizzato al raggiungimento del successo formativo di tutti gli studenti.

Area: C - Domanda 146 - ID Sorteggio: 116A - Rif: 9906

Alla luce della normativa vigente e nell'esercizio delle prerogative dell'azione dirigenziale, il candidato illustri i possibili contenuti di un atto di indirizzo per il collegio dei docenti finalizzato all'ampliamento dell'offerta formativa in stretto collegamento con la realtà territoriale e con gli enti del terzo settore.

Area: C - Domanda 147 - ID Sorteggio: A706 - Rif: 9907

Il candidato illustri le azioni professionali che può mettere in atto il dirigente scolastico di un istituto comprensivo finalizzate al coinvolgimento dei docenti dei diversi gradi di istruzione rappresentati nella scuola per l'autovalutazione di istituto.

Area: C - Domanda 148 - ID Sorteggio: 1DC0 - Rif: 9908

Nell'area "Integrazione con il territorio e rapporti con le famiglie" del Rapporto di Autovalutazione 2022-2025 si fa riferimento alla capacità della scuola di coinvolgere le famiglie degli alunni e degli studenti nei diversi aspetti della vita scolastica. Illustri il candidato, con riferimento al ruolo e alle responsabilità del dirigente scolastico, le modalità con le quali può essere promosso il confronto con le famiglie per la individuazione delle attività extracurricolari.

Area: C - Domanda 149 - ID Sorteggio: 802D - Rif: 9909

Nell'area "Continuità e orientamento" del Rapporto di Autovalutazione 2022-2025 si fa riferimento alla continuità dei percorsi scolastici, all'orientamento personale, scolastico e professionale degli studenti e all'acquisizione delle competenze trasversali e per l'orientamento. Illustri il candidato, con riferimento al ruolo e alle responsabilità del dirigente scolastico, le azioni che possono essere intraprese per realizzare percorsi finalizzati all'acquisizione di tali competenze.

Area: C - Domanda 150 - ID Sorteggio: 921D - Rif: 9910

Tenendo conto del quadro normativo vigente, illustri il candidato le principali azioni che può realizzare il dirigente scolastico assegnato ad una scuola di nuova istituzione ai fini della realizzazione del processo di autovalutazione.

Area: C - Domanda 151 - ID Sorteggio: 7435 - Rif: 9911

Nell'Area "Territorio e capitale sociale" della Sezione "Contesto" del Rapporto di Autovalutazione 2022-2025, si fa riferimento all'area geografica alla quale la scuola appartiene. Illustri il candidato in che modo la carenza di risorse del territorio può influire sulla realizzazione delle finalità istituzionali della scuola.

Area: C - Domanda 152 - ID Sorteggio: 1FB1 - Rif: 9912

Alla luce della normativa vigente e nell'esercizio delle prerogative dell'azione dirigenziale, il candidato illustri i possibili contenuti di un atto di indirizzo predisposto da un dirigente scolastico al secondo incarico triennale nella medesima istituzione, da presentare al collegio dei docenti e finalizzato al miglioramento degli esiti scolastici.

Area: C - Domanda 153 - ID Sorteggio: 9776 - Rif: 9913

Con riferimento alla sotto-area "Organizzazione delle risorse umane" della sezione "Orientamento strategico e organizzazione della scuola" del Rapporto di Autovalutazione 2022-2025, illustri il candidato in che modo è possibile indirizzare le risorse umane, finanziarie e strumentali presenti verso il perseguimento delle finalità della scuola.

Area: C - Domanda 154 - ID Sorteggio: 7DA2 - Rif: 9914

Nell'area "Sviluppo e valorizzazione delle risorse umane" del Rapporto di Autovalutazione 2022-2025, si fa riferimento alla capacità della scuola di investire nelle competenze del personale. Illustri il candidato, con riferimento alla normativa vigente e alle responsabilità proprie del dirigente scolastico, in che modo può essere promossa la realizzazione di un ambiente organizzativo funzionale alla crescita professionale del personale docente e ATA.

Area: C - Domanda 155 - ID Sorteggio: AEEC - Rif: 9915

Il candidato illustri la relazione che intercorre tra Piano triennale dell'offerta formativa, Piano di miglioramento e Rendicontazione sociale di una istituzione scolastica.

Area: C - Domanda 156 - ID Sorteggio: 0F98 - Rif: 9916

Con riferimento all'articolo 3 del d.P.R. n. 275/1999 nella formulazione vigente, illustri il candidato in che modo il Piano Triennale dell'Offerta Formativa di una istituzione scolastica può comprendere e riconoscere le diverse opzioni metodologiche, anche di gruppi minoritari.

Area: C - Domanda 157 - ID Sorteggio: A21A - Rif: 9917

Nell'Area "Orientamento strategico e organizzazione della scuola" del Rapporto di Autovalutazione 2022-2025, si fa riferimento alla capacità di monitorare le attività intraprese dall'istituzione scolastica. Illustri il candidato, con riferimento al ruolo e alle responsabilità del dirigente scolastico, le possibili modalità di assegnazione delle risorse per la realizzazione di progetti coerenti con le finalità della scuola e con i fabbisogni formativi degli studenti e del personale.

Area: C - Domanda 158 - ID Sorteggio: 37FA - Rif: 9918

Tenendo a riferimento l'Area "Esiti" del Rapporto di Autovalutazione 2022-2025, illustri il candidato quali azioni possono essere volte ad assicurare agli studenti il raggiungimento di positivi livelli di apprendimento nelle discipline del curriculum.

Area: C - Domanda 159 - ID Sorteggio: AEED - Rif: 9919

Illustri il candidato quali azioni dirigenziali possono essere realizzate per favorire la collaborazione dei docenti nei consigli di classe per progettare interventi sul curriculum verticale finalizzati a monitorare e valorizzare gli esiti dei risultati delle prove standardizzate.

Area: C - Domanda 160 - ID Sorteggio: 01B4 - Rif: 9920

Nell'area "Risorse economiche e materiali" della Sezione "Contesto" del Rapporto di Autovalutazione 2022-2025, sono indicati gli edifici, le strutture e le infrastrutture di cui la scuola dispone e il loro livello di sicurezza e accessibilità. Illustri il candidato la ricaduta, in termini di opportunità o vincoli, dello stato delle strutture sulle esigenze didattiche e organizzative della scuola.

Area: C - Domanda 161 - ID Sorteggio: BDD8 - Rif: 9921

Illustri il candidato, con riferimento al ruolo del dirigente scolastico, quali azioni possono essere intraprese nel caso in cui la percentuale di studenti ammessi all'anno successivo è inferiore ai riferimenti nazionali per la maggior parte degli anni di corso, sedi o indirizzi di scuola.

Area: C - Domanda 162 - ID Sorteggio: 9EB0 - Rif: 9922

Con riferimento ad un istituto comprensivo, il candidato individui le azioni che possono essere poste in essere dal dirigente scolastico al fine di perseguire il miglioramento dei livelli di apprendimento degli studenti nel caso in cui gli esiti delle prove standardizzate nazionali risultino inferiori a quelli delle scuole con background socio-economico e culturale (ESCS) simile.

Area: C - Domanda 163 - ID Sorteggio: A318 - Rif: 9923

Nell'area "Integrazione con il territorio e rapporti con le famiglie" del Rapporto di Autovalutazione 2022-2025, si fa riferimento alla capacità della scuola di favorire la partecipazione attiva dei genitori degli studenti. Illustri il candidato, con riferimento al ruolo e alle responsabilità del dirigente scolastico, quali strategie possono essere messe in campo per coinvolgere le famiglie degli studenti nella vita scolastica.

Area: C - Domanda 164 - ID Sorteggio: 6E23 - Rif: 9924

Illustri il candidato cosa si intende per obiettivi di processo nell'ambito della predisposizione del Rapporto di Autovalutazione di una istituzione scolastica.

Area: C - Domanda 165 - ID Sorteggio: 8D21 - Rif: 9925

Il candidato illustri le azioni professionali che possono essere realizzate dal dirigente scolastico di un istituto comprensivo nella gestione del Piano Triennale dell'Offerta Formativa della propria scuola tenendo conto delle ricadute sui processi di autovalutazione.

Area: C - Domanda 166 - ID Sorteggio: 88B1 - Rif: 9926

Nell'Area "Risultati scolastici" del Rapporto di Autovalutazione 2022-2025 sono riportati gli esiti degli scrutini e degli esami di Stato, i trasferimenti e gli abbandoni degli studenti. Illustri il candidato quali azioni possono essere finalizzate a sostenere il percorso scolastico di ogni studente, con particolare attenzione agli alunni con cittadinanza non italiana.

Area: C - Domanda 167 - ID Sorteggio: CA8B - Rif: 9927

Nell'Area "Continuità e orientamento" del Rapporto di Autovalutazione 2022-2025 si fa riferimento alla continuità dei percorsi scolastici. Illustri il candidato, con riferimento al ruolo e alle responsabilità del dirigente scolastico, quali azioni possono essere intraprese dalla scuola per assicurare la continuità educativa nel passaggio degli alunni da un grado di scuola all'altro.

Area: C - Domanda 168 - ID Sorteggio: 60A7 - Rif: 9928

Tenendo conto del quadro normativo vigente, illustri il candidato le principali azioni in capo al dirigente scolastico ai fini della promozione delle discipline "STEM" nell'ambito del curriculum di istituto.

Area: C - Domanda 169 - ID Sorteggio: 0098 - Rif: 9929

Nell'Area "Competenze chiave europee" della Sezione "Esiti" del Rapporto di Autovalutazione 2022-2025 si fa riferimento alla necessità di una loro promozione al fine di sostenere un sereno percorso scolastico e

prevenire l'abbandono degli studi. Illustri il candidato in che modo il curriculum di istituto può essere orientato alla acquisizione delle competenze chiave da parte degli studenti.

Area: C - Domanda 170 - ID Sorteggio: 87B4 - Rif: 9930

Tenendo a riferimento l'Area "Risultati delle prove standardizzate nazionali" del Rapporto di Autovalutazione 2022-2025, illustri il candidato cosa si intende per variabilità dei risultati interna alla scuola tra le classi, tra le sedi, tra gli indirizzi di studio.

Area: C - Domanda 171 - ID Sorteggio: 74AA - Rif: 9931

Con riferimento alla Sezione "Esiti" del Rapporto di Autovalutazione 2022-2025, il candidato individui le azioni che possono essere poste in essere dal dirigente scolastico al fine di innalzare i livelli di apprendimento degli studenti, nel caso in cui gli esiti delle prove standardizzate nazionali risultino già in linea con la media nazionale.

Area: C - Domanda 172 - ID Sorteggio: 297B - Rif: 9932

Alla luce della normativa vigente e nell'esercizio delle prerogative dell'azione dirigenziale, il candidato illustri un possibile percorso di miglioramento in una istituzione scolastica in cui le prove standardizzate hanno evidenziato una generalizzata carenza nei livelli di apprendimento degli studenti.

Area: C - Domanda 173 - ID Sorteggio: AD9C - Rif: 9933

Nella Sotto-area "Valutazione" dell'Area "Curricolo, progettazione e valutazione" del Rapporto di Autovalutazione 2022-2025, la scuola è chiamata a riflettere sulla definizione di criteri e di modalità utilizzati per valutare il livello di apprendimento degli studenti. Illustri il candidato in che modo la scuola può verificare e valutare le competenze acquisite dagli studenti.

Area: C - Domanda 174 - ID Sorteggio: 9C7B - Rif: 9934

Illustri il candidato cosa si intende per priorità nell'ambito della predisposizione del Rapporto di Autovalutazione di una istituzione scolastica.

Area: C - Domanda 175 - ID Sorteggio: FD87 - Rif: 9935

Illustri il candidato le azioni che il dirigente scolastico può attuare al fine di garantire una stretta coerenza tra i documenti strategici dell'istituzione scolastica previsti dalla normativa vigente.

Area: C - Domanda 176 - ID Sorteggio: F6AD - Rif: 9936

Nella Sotto-area "Progettazione didattica" dell'Area "Curricolo, progettazione e valutazione" del Rapporto di Autovalutazione 2022-2025, si suggerisce alle istituzioni scolastiche di riflettere sull'insieme delle scelte metodologiche, pedagogiche e didattiche adottate dai propri docenti. Illustri il candidato quali azioni può porre in essere il dirigente scolastico al fine di rendere il curricolo di istituto uno strumento di lavoro efficace per la progettazione didattica.

Area: C - Domanda 177 - ID Sorteggio: 4709 - Rif: 9937

Alla luce della normativa vigente, il candidato illustri i possibili contenuti di un atto di indirizzo da presentare al collegio dei docenti per la successiva stesura del Piano Triennale dell'Offerta Formativa evidenziando la visione strategica per la realizzazione delle azioni funzionali alle attività della scuola, nel rispetto delle scelte di gestione e amministrazione.

Area: C - Domanda 178 - ID Sorteggio: A83E - Rif: 9938

Nella sotto-area "Curricolo e offerta formativa" dell'area "Curricolo, progettazione e valutazione" del Rapporto di Autovalutazione 2022-2025, la scuola è chiamata a riflettere sulla definizione del curricolo di istituto. Illustri il candidato in che modo può essere articolato il curricolo proposto dalla scuola per rispondere ai bisogni degli studenti e del territorio.

Area: D - Domanda 179 - ID Sorteggio: 1A1C - Rif: 9939

Il candidato evidenzi, in relazione al quadro normativo di riferimento ed alle responsabilità dirigenziali, le principali azioni del dirigente scolastico per procedere alla richiesta dell'assegnazione delle risorse per il sostegno didattico, necessarie a garantire nel proprio istituto l'inclusione delle allieve e degli allievi con disabilità certificata.

Area: D - Domanda 180 - ID Sorteggio: 3C3F - Rif: 9940

Il candidato evidenzi, in relazione al quadro normativo di riferimento ed alle responsabilità dirigenziali, le principali azioni del dirigente scolastico per progettare e predisporre gli interventi di miglioramento della qualità dell'inclusione scolastica, all'interno del Piano per l'Inclusione, da inserire nel PTOF del proprio istituto.

Area: D - Domanda 181 - ID Sorteggio: 9BCB - Rif: 9941

Il candidato evidenzi, in relazione al quadro normativo di riferimento ed alle responsabilità dirigenziali, le principali azioni del dirigente scolastico al fine di attuare in una scuola del primo ciclo di istruzione il Framework 1 Next Generation Classrooms del Piano "Scuola 4.0 (allegato 1 del d.m. n. 161/2022) che prevede la trasformazione di aule in ambienti innovativi di apprendimento.

Area: D - Domanda 182 - ID Sorteggio: 11DF - Rif: 9942

Il candidato evidenzi, in relazione al quadro normativo di riferimento ed alle responsabilità dirigenziali, le principali azioni del dirigente scolastico da attivare all'interno di un'istituzione scolastica e in relazione con altri soggetti del territorio per migliorare gli ambienti di apprendimento dell'istituto, specialmente ai fini dell'inclusione di studenti stranieri appena arrivati in Italia.

Area: D - Domanda 183 - ID Sorteggio: CE83 - Rif: 9943

Il candidato evidenzi, in relazione al quadro normativo di riferimento ed alle responsabilità dirigenziali, le principali azioni del dirigente scolastico al fine di attuare in una scuola del secondo ciclo di istruzione il Framework 2 Next Generation Classrooms del Piano "Scuola 4.0 (allegato 1 del d.m. n. 161/2022) che prevede la realizzazione di laboratori per le professioni digitali del futuro.

Area: D - Domanda 184 - ID Sorteggio: F934 - Rif: 9944

Il candidato evidenzi, in relazione al quadro normativo di riferimento ed alle responsabilità dirigenziali, le principali azioni del dirigente scolastico in un Istituto Comprensivo per garantire un efficace percorso di continuità di alunne e alunni con BES nel passaggio tra gradi di scuola successivi.

Area: D - Domanda 185 - ID Sorteggio: 3F14 - Rif: 9945

Il candidato evidenzi, in relazione al quadro normativo di riferimento ed alle responsabilità dirigenziali, le principali azioni del dirigente scolastico per garantire il diritto all'istruzione di un allievo costretto, a causa di una grave patologia, ad assentarsi per un periodo superiore a 30 giorni.

Area: D - Domanda 186 - ID Sorteggio: 1D66 - Rif: 9946

Il candidato evidenzi, in relazione al quadro normativo di riferimento ed alle responsabilità dirigenziali, le principali azioni del dirigente scolastico per promuovere l'innovazione tecnologica e didattica in un Istituto Comprensivo nel quale l'aula dell'unico laboratorio informatico è in ristrutturazione e alcune aule sono prive di connessione.

Area: D - Domanda 187 - ID Sorteggio: FDF8 - Rif: 9947

Il candidato evidenzi, in relazione al quadro normativo di riferimento ed alle responsabilità dirigenziali, le principali azioni del dirigente scolastico in una scuola secondaria di secondo grado dove la famiglia di uno studente di una classe seconda consegna nel mese di marzo la certificazione attestante per il ragazzo un disturbo specifico di apprendimento.

**Area: D - Domanda 188 - ID Sorteggio: 5D9B - Rif:
9948**

Il candidato evidenzi, in relazione al quadro normativo di riferimento ed alle responsabilità dirigenziali, le principali azioni del dirigente scolastico nel gestire, dopo lo scrutinio di fine anno, la contestazione per la sospensione del giudizio in matematica, espressa dalla famiglia di uno studente con DSA (soprattutto discalculia) che ha frequentato la prima classe di una scuola secondaria di secondo grado.

**Area: E - Domanda 189 - ID Sorteggio: 08BF - Rif:
9949**

Il candidato illustri il rapporto tra il potere di direzione e di gestione del dirigente scolastico e le funzioni e le competenze degli organi collegiali.

**Area: E - Domanda 190 - ID Sorteggio: 84F2 - Rif:
9950**

Il candidato illustri le principali differenze fra funzioni di indirizzo politico-amministrativo e funzioni di gestione nell'ambito della scuola.

**Area: E - Domanda 191 - ID Sorteggio: 2507 - Rif:
9951**

Il candidato illustri il rapporto tra l'esercizio dei poteri datoriali del dirigente scolastico e le prerogative della contrattazione integrativa di istituto in materia di svolgimento di attività aggiuntive dei docenti e accesso al fondo per il miglioramento dell'offerta formativa.

**Area: E - Domanda 192 - ID Sorteggio: E7AB - Rif:
9952**

Il candidato illustri in cosa consistono le prestazioni aggiuntive all'orario d'obbligo del personale docente, richiamando anche gli aspetti relativi al trattamento economico per l'attività lavorativa svolta.

Area: E - Domanda 193 - ID Sorteggio: E046 - Rif: 9953

Il candidato illustri in cosa consistono le prestazioni aggiuntive del personale ATA, richiamando anche gli aspetti relativi al trattamento economico per l'attività lavorativa svolta.

Area: E - Domanda 194 - ID Sorteggio: DFFF - Rif: 9954

Nell'ambito della gestione del rapporto di lavoro del personale ATA, il candidato delinea funzioni, responsabilità e attribuzioni del dirigente scolastico e del direttore dei servizi generali e amministrativi con particolare riferimento all'organizzazione dell'orario di lavoro e all'attribuzione di incarichi specifici (es. connessi all'assistenza di alunni/studenti disabili)

Area: E - Domanda 195 - ID Sorteggio: 215B - Rif: 9955

Il candidato illustri, evidenziando gli opportuni riferimenti normativi, gli adempimenti di competenza del dirigente scolastico in relazione ai compensi accessori al personale della scuola.

Area: E - Domanda 196 - ID Sorteggio: 369C - Rif: 9956

Il candidato, sulla base di quanto previsto dalla normativa vigente, illustri le materie oggetto di contrattazione integrativa a livello di istituzione scolastica ed educativa.

Area: E - Domanda 197 - ID Sorteggio: 1D89 - Rif: 9957

Il candidato, evidenziando il contesto normativo di riferimento, descriva le competenze del dirigente scolastico ai fini della definizione dei criteri per la ripartizione delle risorse del fondo per il miglioramento dell'offerta formativa e per la determinazione dei compensi.

Area: E - Domanda 198 - ID Sorteggio: 9DC1 - Rif: 9958

Il candidato illustri le principali finalità cui possono essere destinate le risorse del Fondo per il miglioramento dell'offerta formativa.

Area: E - Domanda 199 - ID Sorteggio: 1ED2 - Rif: 9959

Il candidato illustri con gli opportuni riferimenti normativi gli adempimenti e le connesse responsabilità del dirigente scolastico nel caso in cui, non raggiungendo l'accordo per la sottoscrizione del contratto integrativo di istituto, il protrarsi delle trattative determini un pregiudizio alla funzionalità dell'azione amministrativa.

Area: E - Domanda 200 - ID Sorteggio: 9A51 - Rif: 9960

Considerata la complessa articolazione delle attività didattiche e formative che le scuole possono pianificare risulta determinante il coordinamento di tutte le componenti professionali che contribuiscono all'erogazione del servizio. Illustri il candidato gli atti di gestione mediante i quali il dirigente scolastico può regolare il rapporto professionale con il DSGA nel rispetto delle reciproche prerogative.

Area: E - Domanda 201 - ID Sorteggio: 3A96 - Rif: 9961

Il candidato illustri con gli opportuni riferimenti normativi i compiti e le funzioni delle rappresentanze sindacali unitarie del personale - RSU nel contesto scolastico.

Area: E - Domanda 202 - ID Sorteggio: 9B78 - Rif: 9962

Alla luce della concorrenza tra fonte legislativa e fonte contrattuale, il candidato illustri la disciplina in materia di responsabilità disciplinare del personale docente, delineando, in particolare, l'ambito di esercizio del potere disciplinare del dirigente scolastico.

**Area: E - Domanda 203 - ID Sorteggio: 84A4 - Rif:
9963**

Il candidato individui gli strumenti e gli istituti attraverso i quali, alla luce del quadro normativo di riferimento, è possibile dare attuazione all'obiettivo di valorizzare la professionalità e il merito del personale della scuola con particolare riferimento al personale docente.

**Area: E - Domanda 204 - ID Sorteggio: 1756 - Rif:
9964**

Considerato che il piano triennale dell'offerta formativa è rivedibile annualmente ed anche l'organico dell'autonomia di ogni scuola è soggetto ad aggiornamenti annuali, quali azioni può mettere in atto il dirigente scolastico per dare continuità pluriennale ai processi di miglioramento, con particolare riferimento all'organizzazione del lavoro del personale della scuola?

**Area: E - Domanda 205 - ID Sorteggio: 2464 - Rif:
9965**

Il candidato illustri la disciplina che regola la fruizione delle ferie del personale docente e del personale ATA sia con contratto a tempo indeterminato che determinato.

**Area: E - Domanda 206 - ID Sorteggio: 7103 - Rif:
9966**

Con riferimento ai permessi retribuiti previsti dalla legge 5 febbraio 1992, n. 104, il candidato illustri i requisiti richiesti per il riconoscimento del beneficio e le modalità di fruizione da parte del personale della scuola.

**Area: E - Domanda 207 - ID Sorteggio: 7C52 - Rif:
9967**

Il candidato illustri la disciplina che regola la fruizione dei permessi brevi del personale docente e del personale ATA sia con contratto a tempo indeterminato che determinato.

Area: E - Domanda 208 - ID Sorteggio: 3485 - Rif: 9968

Il candidato evidenzi, in relazione al quadro normativo di riferimento ed alle connesse responsabilità, le principali azioni del dirigente scolastico di un istituto comprensivo per garantire la continuità e la qualità del servizio scolastico nei casi di assenze improvvise e non programmate del personale docente della scuola primaria.

Area: E - Domanda 209 - ID Sorteggio: EF53 - Rif: 9969

Al fine di favorire il successo formativo degli allievi le istituzioni scolastiche regolano lo svolgimento delle attività didattiche nel modo più adeguato al tipo di studi e ai ritmi di apprendimento di ciascuno. Il candidato, tenendo conto delle prerogative degli organi collegiali, illustri sinteticamente quali strategie organizzative può mettere in atto il dirigente scolastico per modulare l'attività scolastica secondo criteri di efficienza e di efficacia formative.

Area: E - Domanda 210 - ID Sorteggio: 9430 - Rif: 9970

Quali misure di carattere organizzativo il dirigente scolastico può attivare per promuovere interventi per l'orientamento con la finalità di rafforzare il raccordo tra il primo ciclo di istruzione e il secondo ciclo di istruzione e formazione, per una scelta consapevole e ponderata, che valorizzi le potenzialità e i talenti degli studenti, nonché di contribuire alla riduzione della dispersione scolastica e di favorire l'accesso alle opportunità formative dell'istruzione terziaria? Il candidato, facendo riferimento ad un ordine e grado di istruzione a sua scelta, contestualizzi la risposta anche tenendo conto di quanto previsto dalle Linee guida per l'orientamento, di cui al decreto ministeriale n. 328 del 22 dicembre 2022.

Area: E - Domanda 211 - ID Sorteggio: E026 - Rif: 9971

Quali azioni può mettere in atto il dirigente scolastico per creare un ambiente lavorativo accogliente che permetta al personale di nuova nomina di inserirsi rapidamente e in modo organico e funzionale nel nuovo contesto professionale?

Area: E - Domanda 212 - ID Sorteggio: 5EA9 - Rif: 9972

Il candidato illustri quali attività del personale docente sono ricomprese nell'ambito del potenziamento dell'offerta formativa, richiamando anche gli aspetti relativi al trattamento economico per la prestazione lavorativa svolta.

Area: E - Domanda 213 - ID Sorteggio: A0D3 - Rif: 9973

Nel rispetto delle competenze degli organi collegiali il dirigente scolastico assegna i docenti alle classi e dispone l'articolazione settimanale dell'orario delle lezioni. Il candidato, facendo riferimento ad un ordine e grado di istruzione a sua scelta, indichi con gli opportuni riferimenti normativi in quali casi può essere prevista la compresenza in aula di due o più docenti per lo svolgimento di attività curricolari.

Area: E - Domanda 214 - ID Sorteggio: 54EB - Rif: 9974

Il candidato illustri, richiamando la normativa di riferimento, gli adempimenti di competenza del dirigente scolastico in caso di sciopero del personale docente e ATA.

Area: E - Domanda 215 - ID Sorteggio: 330B - Rif: 9975

Il candidato illustri la disciplina del rapporto di lavoro a tempo parziale del personale della scuola.

Area: E - Domanda 216 - ID Sorteggio: 807E - Rif: 9976

Il candidato illustri le caratteristiche principali del percorso di formazione e periodo annuale di prova in servizio per i docenti neoassunti, descrivendo, in particolare, i compiti del docente tutor e del dirigente scolastico.

Area: E - Domanda 217 - ID Sorteggio: EB9D - Rif: 9977

Il candidato illustri gli adempimenti di competenza del dirigente scolastico per la gestione del personale docente e ATA sottoposto ad accertamento sanitario per verificare le condizioni di idoneità/inidoneità al lavoro, distinguendo sulla base dei possibili esiti della verifica stessa.

Area: E - Domanda 218 - ID Sorteggio: FA4B - Rif: 9978

Il candidato illustri gli adempimenti di competenza del dirigente scolastico in caso di infortunio occorso al personale nello svolgimento dell'attività lavorativa.

Area: E - Domanda 219 - ID Sorteggio: 2873 - Rif: 9979

Il candidato approfondisca con gli opportuni riferimenti normativi il tema della condotta antisindacale nel contesto scolastico.

Area: E - Domanda 220 - ID Sorteggio: 8133 - Rif: 9980

Il candidato illustri gli adempimenti di competenza del dirigente scolastico in caso di indizione di assemblea sindacale durante l'orario di lavoro.

Area: E - Domanda 221 - ID Sorteggio: BCF4 - Rif: 9981

Il candidato illustri con gli opportuni riferimenti normativi gli adempimenti di competenza del dirigente scolastico ai fini dell'assegnazione dei docenti alle classi.

Area: E - Domanda 222 - ID Sorteggio: 3EF4 - Rif: 9982

Nel caso in cui il collegio dei docenti deliberi una riduzione della durata dell'unità oraria di lezione, illustri il candidato i conseguenti adempimenti di competenza del dirigente scolastico.

Area: E - Domanda 223 - ID Sorteggio: 2F33 - Rif: 9983

Il candidato descriva gli aspetti principali che caratterizzano la sindrome da burnout ed illustri i compiti del dirigente scolastico al fine di promuovere il benessere organizzativo nell'ambiente scolastico.

Area: E - Domanda 224 - ID Sorteggio: EDA8 - Rif: 9984

Il candidato illustri, con riferimento al contesto scolastico, le principali differenze tra le seguenti modalità di esecuzione della prestazione lavorativa: lavoro da remoto e lavoro agile.

Area: E - Domanda 225 - ID Sorteggio: A072 - Rif: 9985

Il candidato illustri le responsabilità del dirigente scolastico e gli obblighi di servizio del personale scolastico nel caso in cui venga disposta la sospensione delle attività didattiche per cause di forza maggiore.

Area: E - Domanda 226 - ID Sorteggio: CC41 - Rif: 9986

Al fine di azionare la leva strategica della formazione, considerata fondamentale per lo sviluppo professionale del personale, quali sono i compiti del dirigente scolastico?

Area: E - Domanda 227 - ID Sorteggio: ECBD - Rif: 9987

Il candidato illustri gli adempimenti di competenza del dirigente scolastico qualora, per garantire lo svolgimento delle attività didattiche in condizioni di sicurezza, risulti necessario intervenire sugli impianti e sulle strutture degli edifici scolastici.

**Area: E - Domanda 228 - ID Sorteggio: E59B - Rif:
9988**

Il candidato indichi quali obblighi del datore di lavoro in materia di tutela della salute e della sicurezza non sono delegabili ed illustri le relative conseguenze per il contesto scolastico.

**Area: E - Domanda 229 - ID Sorteggio: 483B - Rif:
9989**

Il candidato illustri con gli opportuni riferimenti normativi gli adempimenti di competenza del dirigente scolastico nell'ambito delle misure finalizzate alla prevenzione e contrasto alla corruzione nelle PA.

**Area: E - Domanda 230 - ID Sorteggio: 1112 - Rif:
9990**

Il candidato illustri le principali disposizioni che disciplinano gli incarichi aggiuntivi dei dirigenti scolastici.

**Area: E - Domanda 231 - ID Sorteggio: 0D4F - Rif:
9991**

Il candidato illustri i principali adempimenti e le connesse responsabilità del dirigente scolastico in materia di protezione dei dati personali.

**Area: E - Domanda 232 - ID Sorteggio: F433 - Rif:
9992**

Il candidato illustri gli adempimenti di competenza del dirigente scolastico in caso di malattia del dipendente.

**Area: E - Domanda 233 - ID Sorteggio: A189 - Rif:
9993**

Il candidato illustri in maniera sintetica come procederebbe per avvalersi della possibilità prevista dall'art. 1, comma 83, della legge 107/2015: *Il dirigente scolastico può individuare nell'ambito dell'organico dell'autonomia fino al 10 per cento di docenti che lo coadiuvano in attività di supporto organizzativo e didattico dell'istituzione scolastica.*

**Area: E - Domanda 234 - ID Sorteggio: BF35 - Rif:
9994**

Svolgimento di incarichi extraistituzionali, regime delle incompatibilità e obblighi di comportamento del dipendente pubblico con particolare riferimento al personale docente della scuola

**Area: E - Domanda 235 - ID Sorteggio: 391B - Rif:
9995**

Il candidato illustri i principali riferimenti normativi che il dirigente scolastico deve prendere in considerazione ai fini della pianificazione degli impegni del personale docente nel periodo compreso tra l'inizio dell'anno scolastico e l'inizio delle lezioni.

**Area: E - Domanda 236 - ID Sorteggio: 94F9 - Rif:
9996**

Il candidato illustri i rapporti tra fonte legislativa e fonte contrattuale nella disciplina del lavoro alle dipendenze delle amministrazioni pubbliche.

**Area: E - Domanda 237 - ID Sorteggio: C329 - Rif:
9997**

I modelli delle relazioni sindacali del Comparto Istruzione e ricerca: contrattazione collettiva e forme di partecipazione sindacale.

Area: E - Domanda 238 - ID Sorteggio: D99E - Rif: 9998

Nell'ambito della disciplina del lavoro pubblico, il candidato individui gli istituti e gli strumenti previsti a tutela della genitorialità.

Area: E - Domanda 239 - ID Sorteggio: DB25 - Rif: 9999

Il candidato illustri la disciplina che regola il rapporto tra procedimento disciplinare e procedimento penale a carico di un pubblico dipendente e individui, in particolare, gli adempimenti previsti in capo al dirigente scolastico nel caso in cui i procedimenti in parola siano aperti nei confronti di un docente.

Area: E - Domanda 240 - ID Sorteggio: 5880 - Rif: 10000

Descriva il candidato quali atti di gestione del personale competono al dirigente scolastico per garantire un'organizzazione efficace e funzionale dei laboratori a fini didattici.

Area: E - Domanda 241 - ID Sorteggio: CE59 - Rif: 10001

Indichi il candidato quali impegni professionali dei docenti sono previsti nel piano annuale delle attività.

Area: E - Domanda 242 - ID Sorteggio: A394 - Rif: 10002

Descriva il candidato quali atti di gestione competono al dirigente scolastico nel caso in cui il numero dei docenti disponibili sia insufficiente per garantire lo svolgimento di tutti gli interventi didattici deliberati dal collegio dei docenti per il recupero delle carenze formative degli alunni.

Area: E - Domanda 243 - ID Sorteggio: 388A - Rif: 10003

Con riferimento all'organizzazione dei viaggi di istruzione e visite guidate il candidato illustri gli adempimenti e le connesse responsabilità del dirigente scolastico in merito ai seguenti aspetti:

- individuazione dei docenti accompagnatori;
 - compensi/rimborso spese per il personale accompagnatore;
 - gestione dei rischi e misure di prevenzione.
-

Area: E - Domanda 244 - ID Sorteggio: 8252 - Rif: 10004

Illustri il candidato i riferimenti normativi e gli adempimenti di competenza del dirigente scolastico in relazione al conferimento degli incarichi di Funzione strumentale al PTOF.

Area: E - Domanda 245 - ID Sorteggio: 127A - Rif: 10005

Illustri il candidato gli istituti utilizzabili dal personale della scuola per esercitare il diritto allo studio.

Area: E - Domanda 246 - ID Sorteggio: 8628 - Rif: 10006

Il candidato illustri le principali caratteristiche delle diverse tipologie di orario di lavoro del personale ATA che possono essere adottate in coerenza con le disposizioni contrattuali vigenti.

Area: E - Domanda 247 - ID Sorteggio: EC54 - Rif: 10007

Il candidato illustri la struttura della retribuzione del dirigente scolastico, evidenziando le diverse voci stipendiali anche con riferimento agli eventuali incarichi di reggenza.

**Area: E - Domanda 248 - ID Sorteggio: 18B9 - Rif:
10008**

Il candidato illustri funzioni e compiti del dirigente scolastico in relazione al conferimento delle supplenze temporanee al personale docente ed educativo.

**Area: E - Domanda 249 - ID Sorteggio: 7B2E - Rif:
10009**

Il candidato illustri adempimenti e responsabilità del dirigente scolastico in relazione alla sostituzione del personale A.T.A. temporaneamente assente.

**Area: E - Domanda 250 - ID Sorteggio: C8D6 - Rif:
10010**

Illustri il candidato gli adempimenti di competenza del dirigente scolastico nel caso di assenza priva di valida giustificazione del personale della scuola.

**Area: F - Domanda 251 - ID Sorteggio: 35DF - Rif:
10011**

Il candidato evidenzi, tenendo conto del quadro normativo di riferimento, le principali azioni del dirigente scolastico concernenti l'esame di idoneità e l'ammissione all'esame di Stato conclusivo di una/un alunna/o che frequenti una scuola del primo ciclo non statale, non paritaria, iscritta negli albi regionali.

**Area: F - Domanda 252 - ID Sorteggio: B9A8 - Rif:
10012**

Il candidato evidenzi, tenendo conto del quadro normativo di riferimento, le principali azioni del dirigente scolastico concernenti l'esame di idoneità e l'ammissione all'esame di Stato conclusivo di una/un alunna/o del primo ciclo nei casi di istruzione parentale.

**Area: F - Domanda 253 - ID Sorteggio: 8405 - Rif:
10013**

Il candidato evidenzi, tenendo conto del quadro normativo di riferimento, le principali azioni del dirigente scolastico concernenti il processo di valutazione degli apprendimenti degli studenti nel primo ciclo di istruzione.

**Area: F - Domanda 254 - ID Sorteggio: 515B - Rif:
10014**

Il candidato evidenzi, tenendo conto del quadro normativo di riferimento, le principali azioni del dirigente scolastico concernenti il processo di valutazione degli apprendimenti degli studenti nel secondo ciclo di istruzione.

**Area: F - Domanda 255 - ID Sorteggio: BA5F - Rif:
10015**

Il candidato evidenzi, tenendo conto del quadro normativo di riferimento, le principali azioni del dirigente scolastico concernenti la partecipazione della propria scuola alle indagini internazionali IEA-ICSS (International Civic and Citizenship Education Study).

**Area: F - Domanda 256 - ID Sorteggio: 02E9 - Rif:
10016**

Il candidato evidenzi, tenendo conto del quadro normativo di riferimento, le principali azioni del dirigente scolastico concernenti gli adempimenti per l'attribuzione del fondo finalizzato alla valorizzazione del merito del personale scolastico.

**Area: F - Domanda 257 - ID Sorteggio: 92CB - Rif:
10017**

Il candidato evidenzi, tenendo conto del quadro normativo di riferimento, le principali azioni del dirigente scolastico concernenti la partecipazione della propria scuola alle indagini internazionali IEA-PIRLS (Progress in International Reading Literacy Study).

**Area: F - Domanda 258 - ID Sorteggio: 0B04 - Rif:
10018**

Il candidato evidenzi, tenendo conto del quadro normativo di riferimento, le principali azioni del dirigente scolastico concernenti la partecipazione della propria scuola alle indagini internazionali IEA-TIMSS (Trends in International Mathematics and Science Study).

**Area: F - Domanda 259 - ID Sorteggio: 7F9E - Rif:
10019**

Il candidato evidenzi, tenendo conto del quadro normativo di riferimento, le principali azioni del dirigente scolastico concernenti la valutazione del percorso di formazione nel periodo annuale di prova del personale docente neoassunto.

**Area: F - Domanda 260 - ID Sorteggio: B746 - Rif:
10020**

Il candidato evidenzi, tenendo conto del quadro normativo di riferimento, le principali azioni del dirigente scolastico concernenti gli adempimenti per l'attribuzione del credito scolastico e per l'ammissione dei candidati esterni all'esame di Stato del secondo ciclo di istruzione.

**Area: F - Domanda 261 - ID Sorteggio: 4055 - Rif:
10021**

Il candidato evidenzi, tenendo conto del quadro normativo di riferimento, le principali azioni del dirigente scolastico concernenti l'utilizzo dei dati e dei microdati delle prove INVALSI a livello di classe nel primo ciclo di istruzione.

**Area: F - Domanda 262 - ID Sorteggio: C644 - Rif:
10022**

Il candidato evidenzi, tenendo conto del quadro normativo di riferimento, le principali azioni del dirigente scolastico concernenti il ruolo e i compiti quale tutor designato nel periodo di formazione e valutazione dei dirigenti scolastici neoassunti.

Area: F - Domanda 263 - ID Sorteggio: BF20 - Rif: 10023

Il candidato evidenzi, tenendo conto del quadro normativo di riferimento, le principali azioni del dirigente scolastico concernenti l'utilizzo dei dati e dei materiali INVALSI per il potenziamento della didattica della Matematica nella scuola primaria.

Area: F - Domanda 264 - ID Sorteggio: 2015 - Rif: 10024

Il candidato evidenzi, tenendo conto del quadro normativo di riferimento, le principali azioni del dirigente scolastico concernenti l'utilizzo dei dati e dei materiali INVALSI per il potenziamento della didattica dell'Italiano nella scuola secondaria di primo grado.

Area: F - Domanda 265 - ID Sorteggio: A4FF - Rif: 10025

Il candidato evidenzi, tenendo conto del quadro normativo di riferimento, le principali azioni del dirigente scolastico concernenti l'attuazione del modello nazionale di certificazione delle competenze al termine del primo ciclo di istruzione per gli studenti con disabilità.

Area: F - Domanda 266 - ID Sorteggio: 7806 - Rif: 10026

Il candidato evidenzi, tenendo conto del quadro normativo di riferimento, le principali azioni del dirigente scolastico concernenti la valutazione delle alunne e degli alunni con disabilità frequentanti il primo ciclo di istruzione.

Area: F - Domanda 267 - ID Sorteggio: 38EB - Rif: 10027

Il candidato evidenzi, tenendo conto del quadro normativo di riferimento, le principali azioni del dirigente scolastico concernenti la valutazione delle alunne e degli alunni con disturbi specifici di apprendimento frequentanti il primo ciclo di istruzione.

**Area: F - Domanda 268 - ID Sorteggio: 55DC - Rif:
10028**

Il candidato evidenzi, tenendo conto del quadro normativo di riferimento, le principali azioni del dirigente scolastico concernenti le procedure propedeutiche all'esame di Stato conclusivo il primo ciclo di istruzione.

**Area: F - Domanda 269 - ID Sorteggio: 3AC0 - Rif:
10029**

Il candidato evidenzi, tenendo conto del quadro normativo di riferimento, le principali azioni del dirigente scolastico concernenti l'utilizzo dei dati delle rilevazioni nazionali sugli apprendimenti, finalizzato al processo di autovalutazione di istituto in una scuola primaria.

**Area: F - Domanda 270 - ID Sorteggio: 78DF - Rif:
10030**

Il candidato evidenzi, tenendo conto del quadro normativo di riferimento, le principali azioni del dirigente scolastico concernenti l'istituzione, il coordinamento e il funzionamento del gruppo di lavoro dedicato all'autovalutazione, al monitoraggio e alla valutazione dell'efficienza e dell'efficacia del servizio scolastico della scuola.

**Area: F - Domanda 271 - ID Sorteggio: B41F - Rif:
10031**

Il candidato evidenzi, tenendo conto del quadro normativo di riferimento, le principali azioni del dirigente scolastico concernenti il processo di autovalutazione di istituto con riferimento al coinvolgimento diretto della comunità scolastica per mezzo di rilevazioni della "customer satisfaction".

**Area: F - Domanda 272 - ID Sorteggio: 1000 - Rif:
10032**

Il candidato evidenzi, tenendo conto del quadro normativo di riferimento, le principali azioni del dirigente scolastico concernenti l'utilizzo dei dati delle rilevazioni nazionali sugli apprendimenti, finalizzato al miglioramento dell'azione didattica in una scuola primaria.

**Area: F - Domanda 273 - ID Sorteggio: DBAC -
Rif: 10033**

Il candidato evidenzi, tenendo conto del quadro normativo di riferimento, le principali azioni del dirigente scolastico concernenti l'individuazione delle aree di miglioramento organizzativo e gestionale dell'istituzione scolastica ai fini della valutazione dei risultati della propria azione dirigenziale.

**Area: F - Domanda 274 - ID Sorteggio: 2CD2 - Rif:
10034**

Il candidato evidenzi, tenendo conto del quadro normativo di riferimento, le principali azioni del dirigente scolastico concernenti la promozione e il coordinamento del procedimento di valutazione delle istituzioni scolastiche.

**Area: F - Domanda 275 - ID Sorteggio: A5B4 - Rif:
10035**

Il candidato evidenzi, tenendo conto del quadro normativo di riferimento, le principali azioni del dirigente scolastico concernenti la raccolta sistematica dei dati utili all'avvio del procedimento di valutazione dell'istituzione scolastica.

**Area: F - Domanda 276 - ID Sorteggio: 95EC - Rif:
10036**

Il candidato evidenzi, tenendo conto del quadro normativo di riferimento, le principali azioni del dirigente scolastico concernenti la funzione di presidente di commissione dell'esame di Stato conclusivo del primo ciclo di istruzione.

**Area: F - Domanda 277 - ID Sorteggio: 188E - Rif:
10037**

Il candidato evidenzi, tenendo conto del quadro normativo di riferimento, le principali azioni del dirigente scolastico concernenti l'espletamento dell'esame di Stato conclusivo del primo ciclo di istruzione delle alunne e degli alunni con disabilità.

**Area: F - Domanda 278 - ID Sorteggio: 2746 - Rif:
10038**

Il candidato evidenzi, tenendo conto del quadro normativo di riferimento, le principali azioni del dirigente scolastico concernenti gli adempimenti finali dell'esame di Stato conclusivo del primo ciclo di istruzione.

**Area: F - Domanda 279 - ID Sorteggio: 0A97 - Rif:
10039**

Il candidato evidenzi, tenendo conto del quadro normativo di riferimento, le principali azioni del dirigente scolastico concernenti gli adempimenti per la predisposizione del documento del consiglio di classe e l'attribuzione dei crediti scolastici per l'ammissione delle studentesse e degli studenti all'esame di Stato conclusivo del secondo ciclo di istruzione.

**Area: F - Domanda 280 - ID Sorteggio: 27D2 - Rif:
10040**

Il candidato evidenzi, tenendo conto del quadro normativo di riferimento, le principali azioni del dirigente scolastico concernenti la promozione della cultura della valutazione nella sua funzione formativa, di accompagnamento dei processi di apprendimento e di stimolo al miglioramento continuo.

**Area: F - Domanda 281 - ID Sorteggio: 2C99 - Rif:
10041**

Il candidato evidenzi, tenendo conto del quadro normativo di riferimento, le principali azioni del dirigente scolastico concernenti il suo contributo al miglioramento degli apprendimenti e al successo formativo delle studentesse e degli studenti della propria scuola.

**Area: F - Domanda 282 - ID Sorteggio: 3541 - Rif:
10042**

Il candidato evidenzi, tenendo conto del quadro normativo di riferimento, le principali azioni del dirigente scolastico concernenti il processo di valutazione degli apprendimenti, l'adozione di criteri di valutazione comuni, l'utilizzo di prove strutturate e di rubriche di valutazione condivise.

**Area: F - Domanda 283 - ID Sorteggio: D191 - Rif:
10043**

Il candidato evidenzi, tenendo conto del quadro normativo di riferimento, le principali azioni del dirigente scolastico concernenti l'ambito dell'autonomia organizzativa e didattica delle istituzioni scolastiche e la promozione di iniziative per il miglioramento dei processi di insegnamento e di apprendimento.

**Area: F - Domanda 284 - ID Sorteggio: A1F2 - Rif:
10044**

Il candidato evidenzi, tenendo conto del quadro normativo di riferimento, le principali azioni del dirigente scolastico concernenti la promozione della cultura dell'autovalutazione tra il personale scolastico.

**Area: F - Domanda 285 - ID Sorteggio: 3EAF - Rif:
10045**

Il candidato evidenzi, tenendo conto del quadro normativo di riferimento, le principali azioni del dirigente scolastico concernenti l'ottimizzazione della produttività del personale docente con particolare attenzione ai processi di insegnamento e apprendimento.

**Area: F - Domanda 286 - ID Sorteggio: 5208 - Rif:
10046**

Il candidato evidenzi, tenendo conto del quadro normativo di riferimento, le principali azioni del dirigente scolastico concernenti l'ottimizzazione della produttività del personale docente attraverso la sperimentazione di metodologie didattiche innovative finalizzate al miglioramento del processo di valutazione degli studenti.

**Area: F - Domanda 287 - ID Sorteggio: 0ADE - Rif:
10047**

Il candidato evidenzi, tenendo conto del quadro normativo di riferimento, le principali azioni del dirigente scolastico concernenti l'attuazione dei modelli nazionali di certificazione delle competenze in un istituto comprensivo.

**Area: F - Domanda 288 - ID Sorteggio: 3E3D - Rif:
10048**

Il candidato evidenzi, tenendo conto del quadro normativo di riferimento, le principali azioni del dirigente scolastico concernenti gli aspetti gestionali e organizzativi dell'autonomia scolastica e come questi possono essere finalizzati al miglioramento dei livelli di apprendimento degli studenti.

**Area: F - Domanda 289 - ID Sorteggio: 2CE3 - Rif:
10049**

Il candidato evidenzi, tenendo conto del quadro normativo di riferimento, le principali azioni del dirigente scolastico concernenti gli aspetti gestionali e organizzativi dell'autonomia scolastica e come questi possono essere finalizzati al miglioramento della qualità degli insegnamenti.

**Area: F - Domanda 290 - ID Sorteggio: 28BE - Rif:
10050**

Il candidato evidenzi, tenendo conto del quadro normativo di riferimento, le principali azioni del dirigente scolastico concernenti il fornire informazioni chiare e trasparenti alle famiglie sui criteri di valutazione degli studenti allo scopo di creare un clima di fiducia e collaborazione all'interno della comunità scolastica.

**Area: F - Domanda 291 - ID Sorteggio: D5F3 - Rif:
10051**

Il candidato evidenzi, tenendo conto del quadro normativo di riferimento, le principali azioni del dirigente scolastico concernenti il coinvolgimento delle famiglie, degli insegnanti e degli studenti del secondo ciclo di istruzione nel processo di valutazione degli apprendimenti in modo da favorire la corresponsabilità e la partecipazione attiva alla vita della scuola.

**Area: F - Domanda 292 - ID Sorteggio: 92AD - Rif:
10052**

Il candidato evidenzi, tenendo conto del quadro normativo di riferimento, le principali azioni del dirigente scolastico concernenti la partecipazione delle famiglie alla vita della scuola e la promozione di maggiori occasioni di incontro per la segnalazione precoce di problematiche e/o difficoltà in ordine alla valutazione degli apprendimenti dei propri figli.

**Area: F - Domanda 293 - ID Sorteggio: B6FC - Rif:
10053**

Il candidato evidenzi, tenendo conto del quadro normativo di riferimento, le principali azioni del dirigente scolastico concernenti il coinvolgimento delle famiglie, degli insegnanti e degli studenti del secondo ciclo di istruzione nella scelta di regole generali di istituto, in modo da favorire la corresponsabilità e la partecipazione attiva alla vita della scuola.

**Area: F - Domanda 294 - ID Sorteggio: C962 - Rif:
10054**

Il candidato evidenzi, tenendo conto del quadro normativo di riferimento, le principali azioni del dirigente scolastico concernenti il procedimento di valutazione delle istituzioni scolastiche con riferimento alla verifica degli strumenti messi a disposizione dall'INVALSI in fase di visita di Nuclei di Valutazione esterna (NEV).

**Area: F - Domanda 295 - ID Sorteggio: 0DF3 - Rif:
10055**

Il candidato evidenzi, tenendo conto del quadro normativo di riferimento, le principali azioni del dirigente scolastico concernenti il procedimento di valutazione delle istituzioni scolastiche e i processi strategici e decisionali che ne derivano.

**Area: F - Domanda 296 - ID Sorteggio: 3678 - Rif:
10056**

Il candidato evidenzi, tenendo conto del quadro normativo di riferimento, le principali azioni del dirigente scolastico concernenti l'attuazione delle norme in materia di valutazione e certificazione delle competenze nel secondo ciclo di istruzione.

**Area: F - Domanda 297 - ID Sorteggio: 5AA5 - Rif:
10057**

Il candidato evidenzi, tenendo conto del quadro normativo di riferimento, le principali azioni del dirigente scolastico concernenti il suo ruolo propositivo in seno ai lavori del Comitato di valutazione dei docenti in ordine alla valorizzazione del merito degli insegnanti.

**Area: F - Domanda 298 - ID Sorteggio: FE87 - Rif:
10058**

Il candidato evidenzi, tenendo conto del quadro normativo di riferimento, le principali azioni del dirigente scolastico concernenti la tutela dell'omogeneità nell'applicazione dei criteri di valutazione degli studenti in sede di scrutini intermedi e finali.

**Area: F - Domanda 299 - ID Sorteggio: 72BC - Rif:
10059**

Il candidato evidenzi, tenendo conto del quadro normativo di riferimento, le principali azioni del dirigente scolastico concernenti l'istituzione, il coordinamento e il funzionamento del Comitato di valutazione dei docenti.

**Area: F - Domanda 300 - ID Sorteggio: 1BC5 - Rif:
10060**

Il candidato evidenzi, tenendo conto del quadro normativo di riferimento, le principali azioni del dirigente scolastico concernenti l'analisi delle tipologie delle valutazioni degli apprendimenti, finalizzata all'autovalutazione del processo formativo.

**Area: F - Domanda 301 - ID Sorteggio: 4415 - Rif:
10061**

Il candidato evidenzi, tenendo conto del quadro normativo di riferimento, le principali azioni del dirigente scolastico concernenti l'attuazione delle norme in materia di valutazione e certificazione delle competenze nel primo ciclo di istruzione.

**Area: F - Domanda 302 - ID Sorteggio: D62D - Rif:
10062**

Il candidato evidenzi, tenendo conto del quadro normativo di riferimento, le principali azioni del dirigente scolastico concernenti il potenziamento delle competenze didattiche e professionali del corpo docente, anche mediante l'utilizzo delle iniziative promosse dall'INDIRE.

**Area: F - Domanda 303 - ID Sorteggio: DC91 - Rif:
10063**

Il candidato evidenzi, tenendo conto del quadro normativo di riferimento, le principali azioni del dirigente scolastico concernenti l'utilizzo dei dati raccolti dalle indagini internazionali promosse dall'IEA-TIMSS (Trends in International Mathematics and Science Study) per il miglioramento dei processi di insegnamento e di apprendimento in ambito scolastico.

**Area: F - Domanda 304 - ID Sorteggio: 8924 - Rif:
10064**

Il candidato evidenzi, tenendo conto del quadro normativo di riferimento le principali azioni del dirigente scolastico concernenti l'utilizzo dei dati raccolti dalle indagini internazionali promosse dall'IEA-PIRLS (Progress in International Reading Literacy Study) per il miglioramento dei processi di insegnamento e di apprendimento in ambito scolastico.

**Area: F - Domanda 305 - ID Sorteggio: D93B - Rif:
10065**

Il candidato evidenzi, tenendo conto del quadro normativo di riferimento, le principali azioni del dirigente scolastico concernenti la partecipazione della propria scuola alle indagini internazionali OCSE-TALIS (Teaching and Learning International Survey).

**Area: F - Domanda 306 - ID Sorteggio: 874E - Rif:
10066**

Il candidato evidenzi, tenendo conto del quadro normativo di riferimento, le principali azioni del dirigente scolastico concernenti la partecipazione della propria scuola alle indagini internazionali OCSE-PISA (Programme for International Student Assessment).

**Area: F - Domanda 307 - ID Sorteggio: D6D6 - Rif:
10067**

Il candidato evidenzi, tenendo conto del quadro normativo di riferimento, le principali azioni del dirigente scolastico concernenti il monitoraggio del processo di valutazione degli studenti in relazione agli obiettivi di apprendimento e ai traguardi di sviluppo delle competenze, previsti nel curriculum di istituto.

Area: F - Domanda 308 - ID Sorteggio: 4D08 - Rif: 10068

Il candidato evidenzi, tenendo conto del quadro normativo di riferimento, le principali azioni del dirigente scolastico concernenti la formazione di un gruppo di lavoro, quale articolazione funzionale del Collegio dei docenti, dedicato alla funzione formativa della valutazione.

Area: F - Domanda 309 - ID Sorteggio: 5BF4 - Rif: 10069

Il candidato evidenzi, tenendo conto del quadro normativo di riferimento, le principali azioni del dirigente scolastico concernenti l'utilizzo degli esiti delle prove standardizzate INVALSI, di eventuali prove internazionali e delle valutazioni degli apprendimenti.

Area: F - Domanda 310 - ID Sorteggio: 7AC0 - Rif: 10070

Il candidato evidenzi, tenendo conto del quadro normativo di riferimento, le principali azioni del dirigente scolastico concernenti la formazione di un gruppo di lavoro, quale articolazione funzionale del Collegio dei docenti, dedicato alle comunicazioni da inviare alle famiglie e alla pubblicità e alla trasparenza in ordine alla valutazione degli apprendimenti delle studentesse e degli studenti.

Area: F - Domanda 311 - ID Sorteggio: 6EAC - Rif: 10071

Il candidato evidenzi, tenendo conto del quadro normativo di riferimento, le principali azioni del dirigente scolastico concernenti la formazione di un gruppo di lavoro, quale articolazione funzionale del Collegio dei docenti, dedicato al confronto sulla chiarezza e sulla trasparenza delle comunicazioni a studenti e famiglie.

**Area: F - Domanda 312 - ID Sorteggio: 0913 - Rif:
10072**

Il candidato evidenzi, tenendo conto del quadro normativo di riferimento, le principali azioni del dirigente scolastico concernenti la formazione di un gruppo di lavoro, quale articolazione funzionale del Collegio dei docenti, dedicato alla discussione su pratiche e strumenti di autovalutazione d'Istituto.

**Area: G - Domanda 313 - ID Sorteggio: 24BD - Rif:
10073**

Tratti il candidato la differenza tra atto meramente confermativo e atto di conferma del provvedimento amministrativo, ne illustri le peculiarità nonché i profili di impugnabilità.

**Area: G - Domanda 314 - ID Sorteggio: DF88 - Rif:
10074**

In relazione alla patologia del provvedimento amministrativo, tratti il candidato la differenza tra nullità e annullabilità, delineandone il quadro normativo di riferimento e avvalendosi di possibili richiami all'esercizio del potere di autotutela del dirigente scolastico.

**Area: G - Domanda 315 - ID Sorteggio: 1E5D - Rif:
10075**

Illustri il candidato i vizi di legittimità e di merito dell'atto amministrativo, anche in relazione a provvedimenti emanati dal dirigente scolastico nell'esercizio delle sue funzioni.

**Area: G - Domanda 316 - ID Sorteggio: 86C4 - Rif:
10076**

Illustri il candidato i principi che regolano l'attività amministrativa. In particolare, si soffermi sul principio di trasparenza anche con possibili riferimenti all'esercizio delle funzioni del dirigente scolastico.

**Area: G - Domanda 317 - ID Sorteggio: 7CAB -
Rif: 10077**

Illustri il candidato la struttura e gli elementi dell'atto amministrativo, assumendo a riferimento possibili provvedimenti del dirigente scolastico.

**Area: G - Domanda 318 - ID Sorteggio: 253F - Rif:
10078**

Il procedimento amministrativo: fasi, termini ed effetti della mancata o tardiva emanazione del provvedimento amministrativo.

**Area: G - Domanda 319 - ID Sorteggio: 201A - Rif:
10079**

Illustri il candidato il procedimento amministrativo con particolare riferimento ai pareri e alle valutazioni tecniche.

**Area: G - Domanda 320 - ID Sorteggio: 0F14 - Rif:
10080**

Tratti il candidato della gestione documentale nelle istituzioni scolastiche.

**Area: G - Domanda 321 - ID Sorteggio: EFC4 - Rif:
10081**

Illustri il candidato la disciplina del diritto di accesso agli atti nella pubblica amministrazione e nella scuola.

**Area: G - Domanda 322 - ID Sorteggio: 68C4 - Rif:
10082**

Tratti il candidato della pubblicità, della trasparenza e del trattamento dati nella pubblica amministrazione e nella scuola. Si soffermi in particolare sugli orientamenti espressi dal Garante per la protezione dei dati personali.

Area: G - Domanda 323 - ID Sorteggio: 73A4 - Rif: 10083

Esamini il candidato la disciplina del trattamento dei dati personali e si soffermi in particolare sulle figure del titolare del trattamento, del responsabile del trattamento e del responsabile della protezione dei dati personali anche con riferimento alle istituzioni scolastiche. Illustri infine il trattamento di categorie particolari di dati personali.

Area: G - Domanda 324 - ID Sorteggio: 897D - Rif: 10084

Tratti il candidato dell'istituto del silenzio amministrativo con particolare riferimento alle ipotesi del silenzio assenso, del silenzio rigetto e del silenzio inadempimento. Ne individui, infine, i profili di responsabilità dirigenziale.

Area: G - Domanda 325 - ID Sorteggio: D077 - Rif: 10085

Il potere discrezionale della pubblica amministrazione. Si soffermi, in particolare, il candidato sull'eccesso di potere e sulle sue figure sintomatiche, anche con possibili riferimenti ai provvedimenti emessi dal dirigente scolastico.

Area: G - Domanda 326 - ID Sorteggio: 5656 - Rif: 10086

Tratti il candidato della funzione della motivazione del provvedimento amministrativo e delle conseguenze del difetto di motivazione, anche con possibili riferimenti all'esercizio delle funzioni del dirigente scolastico.

Area: G - Domanda 327 - ID Sorteggio: 68D4 - Rif: 10087

Tratti il candidato dell'istituto del riparto di giurisdizione, anche con possibili riferimenti a casi inerenti al contesto scolastico.

Area: G - Domanda 328 - ID Sorteggio: 412D - Rif: 10088

Nell'ambito degli strumenti previsti dal processo amministrativo, tratti il candidato del giudizio di ottemperanza, illustrandone le finalità e il procedimento anche con possibili riferimenti a casi ricorrenti nella scuola.

Area: G - Domanda 329 - ID Sorteggio: B47B - Rif: 10089

Tratti il candidato della figura del responsabile del procedimento amministrativo, della partecipazione al procedimento nonché dell'obbligo di provvedere.

Area: G - Domanda 330 - ID Sorteggio: 366F - Rif: 10090

Nell'ambito del potere di autotutela previsto per la pubblica amministrazione, si soffermi il candidato sulla disciplina dell'annullamento d'ufficio e della revoca del provvedimento amministrativo, anche con possibili riferimenti all'esercizio delle funzioni del dirigente scolastico.

Area: G - Domanda 331 - ID Sorteggio: 759F - Rif: 10091

Tratti il candidato dell'istituto della conferenza di servizi nella pubblica amministrazione.

Area: G - Domanda 332 - ID Sorteggio: A3BC - Rif: 10092

Illustri il candidato la natura del ricorso straordinario al Capo dello Stato e il relativo procedimento, anche con possibili riferimenti al contesto scolastico.

**Area: G - Domanda 333 - ID Sorteggio: 068D - Rif:
10093**

Tratti il candidato dell'elemento soggettivo del reato: dolo, colpa, preterintenzione.

**Area: G - Domanda 334 - ID Sorteggio: 3DDF - Rif:
10094**

Nel quadro dei reati aggravati dall'evento, il candidato descriva la fattispecie dell'abuso dei mezzi di correzione o di disciplina e quella dell'abbandono di persone minori o incapaci e le contestualizzi nella vita scolastica anche con riferimento alle possibili iniziative in capo al dirigente scolastico.

**Area: G - Domanda 335 - ID Sorteggio: E9C9 - Rif:
10095**

Tratti il candidato della struttura del reato, anche con riferimento alla fattispecie di cui all'art. 340 c.p.

**Area: G - Domanda 336 - ID Sorteggio: 42B3 - Rif:
10096**

Tratti il candidato del rapporto di causalità nel diritto penale. Si soffermi in particolare sul rapporto di causalità nei reati omissivi e posizione di garanzia.

**Area: G - Domanda 337 - ID Sorteggio: 05F2 - Rif:
10097**

Tratti il candidato delle cause di esclusione del reato.

**Area: G - Domanda 338 - ID Sorteggio: 30AC - Rif:
10098**

Premessi cenni generali sui delitti contro la pubblica amministrazione, il candidato si soffermi sul delitto di peculato, anche con possibili riferimenti al contesto scolastico.

**Area: G - Domanda 339 - ID Sorteggio: 6C6A - Rif:
10099**

Tratti il candidato dei reati di corruzione e di concussione, anche avvalendosi di possibili riferimenti a condotte inerenti al contesto scolastico.

**Area: G - Domanda 340 - ID Sorteggio: 5128 - Rif:
10100**

Tratti il candidato del reato di maltrattamenti contro familiari e conviventi, di cui all'art. 572 c.p. indicando, in relazione a tale fattispecie, il ruolo dell'istituzione scolastica a tutela dei minori.

**Area: G - Domanda 341 - ID Sorteggio: 24D6 - Rif:
10101**

Illustri il candidato il reato di rifiuto di atti d'ufficio e il reato di omissione di atti d'ufficio. Individui, inoltre, possibili casi di omissione di atti d'ufficio nel contesto scolastico.

**Area: G - Domanda 342 - ID Sorteggio: D568 - Rif:
10102**

Il principio di legalità nel diritto penale e i suoi corollari.

**Area: G - Domanda 343 - ID Sorteggio: C5D4 - Rif:
10103**

Tratti il candidato del concorso di reati, soffermandosi sulla differenza tra concorso materiale e concorso formale.

**Area: G - Domanda 344 - ID Sorteggio: B0BE -
Rif: 10104**

Tratti il candidato dei delitti contro la famiglia.

Si soffermi in particolare sull'inosservanza dell'obbligo dell'istruzione dei minori e individui le iniziative in capo al dirigente scolastico.

**Area: G - Domanda 345 - ID Sorteggio: 36CB - Rif:
10105**

Illustri il candidato le caratteristiche del reato consumato e del delitto tentato.

**Area: G - Domanda 346 - ID Sorteggio: 8F3B - Rif:
10106**

Tratti il candidato del reato di atti sessuali con minorenne. Con riferimento alla vita scolastica, individui possibili condotte che coinvolgano il personale scolastico e illustri le conseguenti iniziative in capo al dirigente scolastico.

**Area: G - Domanda 347 - ID Sorteggio: 4FAB - Rif:
10107**

Illustri il candidato il reato di atti persecutori di cui all'art. 612-bis c.p. e lo contestualizzi con riferimento all'ambito scolastico.

**Area: G - Domanda 348 - ID Sorteggio: 7FB5 - Rif:
10108**

Premessi cenni generali sul principio di imputabilità nel diritto penale, il candidato si soffermi in particolare sull'imputabilità dei minori. Individui possibili fattispecie nella vita scolastica e illustri la condotta

conseguente del dirigente.

Area: G - Domanda 349 - ID Sorteggio: CA73 - Rif: 10109

Il reato di adescamento di minorenni di cui all'art.609-undecies c.p.

Illustri il candidato la fattispecie di reato in caso di condotta tenuta dal docente anche con riferimento al possibile uso della rete internet o di altre reti o mezzi di comunicazione, nonché le possibili iniziative in capo al dirigente scolastico.

Area: G - Domanda 350 - ID Sorteggio: 13C8 - Rif: 10110

I reati di pornografia minorile di cui all'art. 600-ter c.p., di detenzione o accesso a materiale pornografico di cui all'art. 600-quater c.p. e di pornografia virtuale di cui all'art. 600-quater.1 c.p. Illustri il candidato le fattispecie indicate anche con possibile riferimento a ipotesi di condotta nella vita scolastica.

Area: G - Domanda 351 - ID Sorteggio: 6D4A - Rif: 10111

Individui il candidato le possibili fattispecie di reato derivanti dal fenomeno dell'occupazione delle istituzioni scolastiche e le iniziative in capo al dirigente.

Area: G - Domanda 352 - ID Sorteggio: B662 - Rif: 10112

Illustri il candidato le fattispecie del reato di oltraggio a pubblico ufficiale di cui all'art. 341 bis c.p. e di violenza o minaccia a un pubblico ufficiale di cui all'art. 336 c.p., individuando possibili casi nella vita scolastica e le iniziative in capo al dirigente.

Area: G - Domanda 353 - ID Sorteggio: F89E - Rif: 10113

Illustri il candidato le cause e gli effetti della nullità del contratto.

**Area: G - Domanda 354 - ID Sorteggio: 151C - Rif:
10114**

Premessi brevi cenni sull'autonomia contrattuale, il candidato si soffermi sulla differenza tra contratto tipico, contratto atipico e atto unilaterale.

**Area: G - Domanda 355 - ID Sorteggio: 1929 - Rif:
10115**

Illustri il candidato, sulla base dell'art. 1173 c.c., le caratteristiche delle diverse fonti di obbligazione, avendo anche a riferimento rapporti obbligatori inerenti alle funzioni del dirigente scolastico.

**Area: G - Domanda 356 - ID Sorteggio: 9093 - Rif:
10116**

Illustri il candidato i profili distintivi tra le associazioni riconosciute e le fondazioni.

**Area: G - Domanda 357 - ID Sorteggio: D94A - Rif:
10117**

Dopo averle indicate, illustri il candidato i profili essenziali delle cause di estinzione delle obbligazioni diverse dall'adempimento.

**Area: G - Domanda 358 - ID Sorteggio: 6A4A - Rif:
10118**

Descriva il candidato le cause di annullamento del contratto.

**Area: G - Domanda 359 - ID Sorteggio: 5885 - Rif:
10119**

Premessi brevi cenni sull'istituto della rappresentanza volontaria, il candidato ne illustri la differenza con la rappresentanza legale dei genitori. Illustri, infine, la disciplina della rappresentanza senza potere.

**Area: G - Domanda 360 - ID Sorteggio: 1272 - Rif:
10120**

Descriva il candidato le differenze intercorrenti tra associazioni riconosciute e non riconosciute secondo il codice civile.

**Area: G - Domanda 361 - ID Sorteggio: 7098 - Rif:
10121**

Definita la capacità giuridica e la capacità di agire, il candidato si soffermi sulla disciplina degli atti compiuti da persona che, sebbene non interdetta, si provi essere stata incapace d'intendere o di volere al momento del loro compimento.

**Area: G - Domanda 362 - ID Sorteggio: 2C66 - Rif:
10122**

Illustri il candidato i presupposti essenziali della responsabilità extracontrattuale, anche con riferimento a possibili condotte nella vita scolastica.

**Area: G - Domanda 363 - ID Sorteggio: 3949 - Rif:
10123**

Responsabilità contrattuale e precontrattuale: tratti distintivi delle relative discipline.

**Area: G - Domanda 364 - ID Sorteggio: AE91 - Rif:
10124**

Tratti il candidato del potere di intervento della pubblica autorità nei casi di abbandono morale o materiale del minore secondo il codice civile.

Area: G - Domanda 365 - ID Sorteggio: 2EE3 - Rif: 10125

Illustri il candidato gli istituti della prescrizione e della decadenza disciplinati nel Libro VI del Codice civile.

Area: G - Domanda 366 - ID Sorteggio: D0DB - Rif: 10126

Il candidato, premessi brevi cenni sugli elementi accidentali del contratto, si soffermi sulla condizione sospensiva e sulla condizione risolutiva, avendo anche a riferimento l'attività del dirigente scolastico.

Area: G - Domanda 367 - ID Sorteggio: 5B39 - Rif: 10127

Premessi brevi cenni sull'istituto della tutela dei minori, si soffermi il candidato sui provvedimenti circa l'educazione.

Area: G - Domanda 368 - ID Sorteggio: 6B50 - Rif: 10128

Illustri il candidato i profili essenziali della disciplina della simulazione del contratto.

Area: G - Domanda 369 - ID Sorteggio: 779F - Rif: 10129

Premessi brevi cenni sull'amministrazione di sostegno, illustri il candidato la disciplina dei doveri dell'amministratore, anche in relazione alla vita scolastica.

**Area: G - Domanda 370 - ID Sorteggio: 61B2 - Rif:
10130**

La responsabilità genitoriale nell'ambito della disciplina del codice civile. Le ipotesi di decadenza e di reintegrazione e la rilevanza delle stesse nella vita della scuola.

**Area: G - Domanda 371 - ID Sorteggio: 8DAD -
Rif: 10131**

La responsabilità del debitore per l'inadempimento dell'obbligazione e il risarcimento del danno. Illustri il candidato la relativa disciplina, anche con possibile riferimento ad azioni del dirigente scolastico in caso di inadempimento ad obbligazioni contratte nei confronti della scuola.

**Area: G - Domanda 372 - ID Sorteggio: 0D06 - Rif:
10132**

Disposizioni sulla legge in generale e interpretazione della legge.

**Area: G - Domanda 373 - ID Sorteggio: 6327 - Rif:
10133**

Delineata la disciplina della conclusione del contratto, si soffermi il candidato sulla revoca della proposta e dell'accettazione, anche avvalendosi di possibili riferimenti all'attività negoziale del dirigente scolastico.

**Area: G - Domanda 374 - ID Sorteggio: 979E - Rif:
10134**

Tratti il candidato della causa del contratto e ne illustri la differenza rispetto ai motivi.

**Area: G - Domanda 375 - ID Sorteggio: 061D - Rif:
10135**

Premessi brevi cenni sull'istituto della trascrizione, si soffermi il candidato sui relativi effetti nei confronti dei terzi.

Area: G - Domanda 376 - ID Sorteggio: 2066 - Rif: 10136

Atto pubblico e scrittura privata: caratteristiche ed efficacia.

Area: H - Domanda 377 - ID Sorteggio: 8F1D - Rif: 10137

Facendo riferimento alla l. 196/2009 e al d.i. n. 129/2018, il candidato illustri le azioni principali e le responsabilità del dirigente scolastico che garantiscono l'efficacia, l'efficienza e l'economicità della gestione amministrativo-contabile delle istituzioni scolastiche.

Area: H - Domanda 378 - ID Sorteggio: 1CB8 - Rif: 10138

Facendo riferimento alla l. 196/2009 e al d.i. n. 129/2018, il candidato illustri le funzioni e le responsabilità del dirigente scolastico nella gestione dell'attività amministrativa e contabile ispirata ai principi di legalità, prevenzione e contrasto alla corruzione.

Area: H - Domanda 379 - ID Sorteggio: 6C40 - Rif: 10139

Facendo riferimento al d.i. n. 129/2018, il candidato illustri le responsabilità della gestione delle risorse finanziarie, con opportuni richiami alle funzioni del dirigente scolastico e al coinvolgimento dei competenti organi collegiali.

Area: H - Domanda 380 - ID Sorteggio: B99F - Rif: 10140

Facendo riferimento alla l. 196/2009 e al d.i. n. 129/2018, il candidato illustri le azioni principali e le responsabilità del dirigente scolastico che garantiscono la trasparenza della gestione amministrativo-

contabile delle istituzioni scolastiche.

**Area: H - Domanda 381 - ID Sorteggio: 2AAF - Rif:
10141**

Facendo riferimento al d.i. n. 129/2018, il candidato illustri le finalità e i contenuti principali delle direttive di massima impartite e degli obiettivi assegnati dal dirigente scolastico al direttore dei servizi generali e amministrativi, al fine di garantire una corretta ed efficace gestione amministrativo-contabile.

**Area: H - Domanda 382 - ID Sorteggio: 119E - Rif:
10142**

Facendo riferimento al d.i. n. 129/2018, il candidato illustri le funzioni e le responsabilità del dirigente scolastico nelle fasi di redazione del programma annuale.

**Area: H - Domanda 383 - ID Sorteggio: 409A - Rif:
10143**

Facendo riferimento al d.i. n. 129/2018, il candidato illustri le finalità, le modalità e i tempi con cui il dirigente scolastico provvede alla gestione provvisoria.

**Area: H - Domanda 384 - ID Sorteggio: 6811 - Rif:
10144**

Facendo riferimento al d.i. n. 129/2018, il candidato illustri la gestione dei servizi di cassa, della carta di credito e del fondo economale per le minute spese.

**Area: H - Domanda 385 - ID Sorteggio: E3C1 - Rif:
10145**

Facendo riferimento al d.i. n. 129/2018, il candidato illustri le azioni principali del dirigente scolastico nella realizzazione del programma annuale, in collaborazione con il direttore dei servizi generali e amministrativi.

**Area: H - Domanda 386 - ID Sorteggio: FEA4 - Rif:
10146**

Facendo riferimento al d.i. n. 129/2018, il candidato illustri le azioni principali e le responsabilità del dirigente scolastico nel garantire l'approvazione del programma annuale con il coinvolgimento dei competenti organi collegiali.

**Area: H - Domanda 387 - ID Sorteggio: C27A - Rif:
10147**

Facendo riferimento al d.i. n. 129/2018, il candidato illustri le azioni principali e le responsabilità del dirigente scolastico per assicurare un'efficace collaborazione con il direttore dei servizi generali e amministrativi nell'approvazione del programma annuale.

**Area: H - Domanda 388 - ID Sorteggio: 5053 - Rif:
10148**

Facendo riferimento al d.i. n. 129/2018, il candidato illustri i principi contabili ispiratori delle verifiche, delle modifiche e dell'asestamento al programma annuale e le azioni principali del dirigente scolastico per assicurarne gli adempimenti previsti.

**Area: H - Domanda 389 - ID Sorteggio: 9306 - Rif:
10149**

Facendo riferimento al d.i. n. 129/2018, il candidato illustri i contenuti del programma annuale e dei relativi allegati, evidenziando le funzioni del dirigente scolastico finalizzate ad assicurarne la coerenza con il piano triennale dell'offerta formativa.

**Area: H - Domanda 390 - ID Sorteggio: 7AFD - Rif:
10150**

Facendo riferimento al d.i. n. 129/2018, il candidato illustri le funzioni e le responsabilità del dirigente scolastico nelle fasi di redazione del conto consuntivo.

**Area: H - Domanda 391 - ID Sorteggio: F591 - Rif:
10151**

Facendo riferimento al d.i. n. 129/2018, il candidato illustri le azioni principali e le responsabilità del dirigente scolastico nel garantire l'approvazione del conto consuntivo con il coinvolgimento dei competenti organi collegiali.

**Area: H - Domanda 392 - ID Sorteggio: 4BA7 - Rif:
10152**

Facendo riferimento al d.i. n. 129/2018, il candidato illustri le azioni principali e le responsabilità del dirigente scolastico per assicurare un'efficace collaborazione con il direttore dei servizi generali e amministrativi nell'approvazione del conto consuntivo.

**Area: H - Domanda 393 - ID Sorteggio: 99C7 - Rif:
10153**

Facendo riferimento al d.i. n. 129/2018 e al d.lgs. n. 36/2023, il candidato illustri gli obiettivi della digitalizzazione del ciclo di vita dei contratti e le azioni principali intraprese dal dirigente scolastico per consentirne l'implementazione.

**Area: H - Domanda 394 - ID Sorteggio: 3E33 - Rif:
10154**

Facendo riferimento al d.i. n. 129/2018 e al d.lgs. n. 36/2023, il candidato illustri le funzioni e le responsabilità del dirigente scolastico nella gestione dell'attività negoziale.

**Area: H - Domanda 395 - ID Sorteggio: 8C58 - Rif:
10155**

Facendo riferimento al d.i. n. 129/2018 e al d.lgs. n. 36/2023, il candidato illustri le azioni del dirigente scolastico per assicurare la trasparenza dell'attività negoziale delle istituzioni scolastiche, con opportuni richiami alle funzioni dell'ANAC.

Area: H - Domanda 396 - ID Sorteggio: 0202 - Rif: 10156

Facendo riferimento al d.i. n. 129/2018 e al d.lgs. n. 36/2023, il candidato illustri le tipologie di contratti nell'ambito dell'attività negoziale delle istituzioni scolastiche, con opportuni richiami al ruolo e alle responsabilità del dirigente scolastico.

Area: H - Domanda 397 - ID Sorteggio: E0D5 - Rif: 10157

Facendo riferimento al d.i. n. 129/2018 e al d.lgs. n. 36/2023, il candidato illustri le procedure di affidamento diretto nell'attività negoziale, con opportuni richiami al ruolo e alle responsabilità del dirigente scolastico.

Area: H - Domanda 398 - ID Sorteggio: B6B6 - Rif: 10158

Facendo riferimento al d.i. n. 129/2018 e al d.lgs. n. 36/2023, il candidato illustri il ruolo e le funzioni del dirigente scolastico in qualità di Responsabile unico del progetto (RUP) nell'ambito dell'attività negoziale.

Area: H - Domanda 399 - ID Sorteggio: 2370 - Rif: 10159

Facendo riferimento al d.i. n. 129/2018 e al d.lgs. n. 36/2023, il candidato illustri le azioni principali e le responsabilità del dirigente scolastico nello svolgimento di attività negoziali connesse ad affidamenti di lavori, servizi e forniture.

Area: H - Domanda 400 - ID Sorteggio: BF06 - Rif: 10160

Facendo riferimento al d.i. n. 129/2018 e al d.lgs. n. 36/2023, il candidato illustri le azioni principali e le responsabilità del dirigente scolastico nell'espletamento delle procedure di affidamento di lavori, servizi e forniture in forma associata, mediante la costituzione di reti di scuole o l'adesione a reti già esistenti.

**Area: H - Domanda 401 - ID Sorteggio: 63FD - Rif:
10161**

Facendo riferimento al d.i. n. 129/2018 e al d.lgs. n. 36/2023, il candidato illustri le azioni principali e le responsabilità del dirigente scolastico nello svolgimento di attività negoziali connesse alla procedura di scelta del contraente.

**Area: H - Domanda 402 - ID Sorteggio: C8DC -
Rif: 10162**

Facendo riferimento al d.i. n. 129/2018, il candidato illustri le finalità e le modalità di svolgimento del controllo di regolarità amministrativa e contabile delle istituzioni scolastiche, con opportuni richiami alle modalità di nomina, ai compiti e alla programmazione delle attività dei revisori dei conti.

**Area: H - Domanda 403 - ID Sorteggio: A603 - Rif:
10163**

Facendo riferimento al d.i. n. 129/2018, il candidato illustri le funzioni dei revisori dei conti nella verifica della regolarità, della correttezza, dell'attendibilità e dell'equilibrio di bilancio nella gestione amministrativo-contabile delle istituzioni scolastiche.

**Area: H - Domanda 404 - ID Sorteggio: 6484 - Rif:
10164**

Facendo riferimento al d.i. n. 129/2018, il candidato illustri la gestione amministrativo-contabile delle aziende agrarie e delle aziende speciali, con opportuni richiami al ruolo e alle responsabilità del dirigente scolastico.

**Area: H - Domanda 405 - ID Sorteggio: 42D2 - Rif:
10165**

Facendo riferimento al d.i. n. 129/2018, il candidato illustri la gestione di beni e inventari, con opportuni richiami alle funzioni del dirigente scolastico e alle deliberazioni del Consiglio di istituto.

**Area: H - Domanda 406 - ID Sorteggio: 53A7 - Rif:
10166**

Facendo riferimento al d.i. n. 129/2018, il candidato illustri le modalità di concessione dell'uso temporaneo e precario dell'edificio scolastico a terzi, con opportuni richiami alle azioni e alle responsabilità del dirigente scolastico.

**Area: H - Domanda 407 - ID Sorteggio: 69C9 - Rif:
10167**

Facendo riferimento al d.i. n. 129/2018, il candidato illustri i provvedimenti che spettano al dirigente scolastico nella gestione amministrativo-contabile finalizzata a realizzare la formazione in servizio del personale scolastico.

**Area: H - Domanda 408 - ID Sorteggio: 9FA0 - Rif:
10168**

Facendo riferimento al d.i. n. 129/2018, il candidato illustri i provvedimenti che spettano al dirigente scolastico nella gestione amministrativo-contabile finalizzata a realizzare l'innovazione didattica e digitale.

**Area: H - Domanda 409 - ID Sorteggio: 3D55 - Rif:
10169**

Facendo riferimento al d.i. n. 129/2018, il candidato illustri i provvedimenti che spettano al dirigente scolastico nella gestione amministrativo-contabile finalizzata a realizzare l'inclusione degli studenti con bisogni educativi speciali.

**Area: H - Domanda 410 - ID Sorteggio: 248F - Rif:
10170**

Facendo riferimento al d.i. n. 129/2018, il candidato illustri i provvedimenti che spettano al dirigente scolastico nella gestione amministrativo-contabile finalizzata a realizzare la dimensione europea dell'offerta formativa.

**Area: H - Domanda 411 - ID Sorteggio: EC9E - Rif:
10171**

Facendo riferimento al d.i. n. 129/2018, il candidato illustri i provvedimenti del dirigente scolastico per l'acquisto e l'esercizio del diritto di proprietà industriale.

**Area: H - Domanda 412 - ID Sorteggio: 9A64 - Rif:
10172**

Facendo riferimento al d.i. n. 129/2018, il candidato illustri i provvedimenti che spettano al dirigente scolastico nella gestione amministrativo-contabile finalizzata a realizzare azioni di prevenzione e di contrasto al bullismo e al cyberbullismo.

**Area: H - Domanda 413 - ID Sorteggio: BBBA -
Rif: 10173**

Facendo riferimento al d.i. n. 129/2018, il candidato illustri i provvedimenti che spettano al dirigente scolastico nella gestione amministrativo-contabile finalizzata a realizzare azioni di prevenzione e di contrasto alla dispersione scolastica.

**Area: H - Domanda 414 - ID Sorteggio: A74C - Rif:
10174**

Facendo riferimento al d.i. n. 129/2018, il candidato illustri i provvedimenti che spettano al dirigente scolastico nella gestione amministrativo-contabile finalizzata a realizzare azioni di ampliamento e di arricchimento dell'offerta formativa.

**Area: H - Domanda 415 - ID Sorteggio: D228 - Rif:
10175**

Facendo riferimento al d.i. n. 129/2018, il candidato illustri i provvedimenti che spettano al dirigente scolastico nella gestione amministrativo-contabile finalizzata a realizzare azioni di orientamento formativo degli studenti della scuola secondaria.

**Area: H - Domanda 416 - ID Sorteggio: 8435 - Rif:
10176**

Facendo riferimento al d.i. n. 129/2018, il candidato illustri i provvedimenti che spettano al dirigente scolastico nella gestione amministrativo-contabile finalizzata a realizzare azioni di innalzamento dei livelli di istruzione della popolazione adulta.

**Area: H - Domanda 417 - ID Sorteggio: 80DD - Rif:
10177**

Facendo riferimento al d.i. n. 129/2018, il candidato illustri i provvedimenti che spettano al dirigente scolastico nella gestione amministrativo-contabile finalizzata a realizzare i percorsi per le competenze trasversali e l'orientamento (PCTO).

**Area: H - Domanda 418 - ID Sorteggio: 219B - Rif:
10178**

Facendo riferimento al d.i. n. 129/2018, il candidato illustri le azioni principali del dirigente scolastico finalizzate ad assicurare rapporti efficaci con il Consiglio d'Istituto, nell'intento di assicurare una corretta gestione amministrativo-contabile.

**Area: H - Domanda 419 - ID Sorteggio: 445D - Rif:
10179**

Facendo riferimento al d.i. n. 129/2018, il candidato illustri le azioni principali del dirigente scolastico finalizzate ad assicurare rapporti efficaci con la Giunta esecutiva, nell'intento di assicurare una corretta gestione amministrativo-contabile.

**Area: H - Domanda 420 - ID Sorteggio: D783 - Rif:
10180**

Facendo riferimento al d.i. n. 129/2018, il candidato illustri i provvedimenti del dirigente scolastico per il riconoscimento e l'esercizio del diritto di autore sulle opere di ingegno.

**Area: H - Domanda 421 - ID Sorteggio: 0BFD - Rif:
10181**

Facendo riferimento al d.i. n. 129/2018, il candidato illustri le azioni principali del dirigente scolastico finalizzate ad assicurare l'attivazione trasparente delle procedure relative ai contratti di sponsorizzazione e la gestione corretta delle risorse reperite.

**Area: H - Domanda 422 - ID Sorteggio: 7E86 - Rif:
10182**

Facendo riferimento al d.i. n. 129/2018, il candidato illustri le azioni principali del dirigente scolastico nella gestione amministrativo-contabile finalizzata ad interventi rispondenti ai bisogni formativi emergenti in aree a forte processo migratorio.

**Area: H - Domanda 423 - ID Sorteggio: 3AB8 - Rif:
10183**

Facendo riferimento al d.i. n. 129/2018, il candidato illustri le azioni principali del dirigente scolastico nella gestione amministrativo-contabile in relazione agli strumenti di acquisto e di negoziazione a disposizione della Pubblica Amministrazione.

**Area: H - Domanda 424 - ID Sorteggio: 155F - Rif:
10184**

Facendo riferimento al d.i. n. 129/2018, il candidato illustri le azioni principali del dirigente scolastico per garantire pubblicità, informazione e trasparenza dell'attività negoziale necessaria all'attuazione del piano triennale dell'offerta formativa e del programma annuale.

**Area: H - Domanda 425 - ID Sorteggio: 9C61 - Rif:
10185**

Facendo riferimento al d.i. n. 129/2018, il candidato illustri le azioni principali del dirigente scolastico per assicurare il monitoraggio e la rendicontazione delle singole attività e dei singoli progetti finanziati nel programma annuale.

Area: H - Domanda 426 - ID Sorteggio: 3EA9 - Rif: 10186

Facendo riferimento al d.i. n. 129/2018, il candidato illustri le azioni principali del dirigente scolastico per assicurare la verifica delle disponibilità finanziarie dell'istituto e lo stato di attuazione del programma annuale, in collaborazione con il direttore dei servizi generali e amministrativi.

Area: H - Domanda 427 - ID Sorteggio: C39E - Rif: 10187

Facendo riferimento al d.i. n. 129/2018, il candidato illustri le azioni principali del dirigente scolastico nella gestione amministrativo-contabile finalizzata ad interventi rispondenti a garantire il successo formativo di tutte le alunne/studentesse e di tutti gli alunni/studenti.

Area: H - Domanda 428 - ID Sorteggio: 384F - Rif: 10188

Facendo riferimento al d.i. n. 129/2018, il candidato illustri le competenze e le responsabilità attribuite al dirigente scolastico nell'ambito della gestione amministrativo-contabile, al fine di assicurare la gestione unitaria dell'istituzione scolastica.

Area: H - Domanda 429 - ID Sorteggio: B421 - Rif: 10189

Facendo riferimento alla l. 196/2009 e al d.i. n. 129/2018, il candidato illustri le competenze e le responsabilità attribuite al dirigente scolastico nell'ambito della gestione amministrativo-contabile, volte ad assicurare il divieto di gestione di fondi al di fuori del programma annuale.

Area: H - Domanda 430 - ID Sorteggio: 069A - Rif: 10190

Facendo riferimento al d.i. n. 129/2018, il candidato illustri le azioni principali del dirigente scolastico finalizzate a garantire l'arricchimento dell'offerta formativa, nonché la realizzazione di specifici programmi di ricerca e di sperimentazione.

**Area: H - Domanda 431 - ID Sorteggio: A71F - Rif:
10191**

Facendo riferimento al d.i. n. 129/2018, il candidato illustri le competenze del Consiglio d'istituto e i relativi rapporti con il dirigente scolastico nell'ambito della gestione dell'attività negoziale.

**Area: H - Domanda 432 - ID Sorteggio: 2350 - Rif:
10192**

Facendo riferimento al d.i. n. 129/2018, il candidato illustri quanto previsto in merito all'avanzo e al disavanzo di amministrazione e ai provvedimenti del dirigente scolastico.

**Area: H - Domanda 433 - ID Sorteggio: 9318 - Rif:
10193**

Facendo riferimento al d.i. n. 129/2018, il candidato illustri quanto previsto in merito al fondo di riserva e ai provvedimenti del dirigente scolastico.

**Area: H - Domanda 434 - ID Sorteggio: 8AC6 - Rif:
10194**

Facendo riferimento al d.i. n. 129/2018, il candidato illustri le competenze e le responsabilità attribuite al dirigente scolastico nell'ambito della gestione amministrativo-contabile, al fine di assicurare la manutenzione degli edifici scolastici con il coinvolgimento degli enti territoriali competenti.

**Area: H - Domanda 435 - ID Sorteggio: 6DFC - Rif:
10195**

Facendo riferimento al d.i. n. 129/2018, il candidato illustri le competenze e le responsabilità attribuite al dirigente scolastico nell'ambito della gestione amministrativo-contabile, al fine di assicurare interventi indifferibili e urgenti negli edifici scolastici, volti a garantire lo svolgimento delle attività didattiche.

Area: H - Domanda 436 - ID Sorteggio: F516 - Rif: 10196

Facendo riferimento al d.i. n. 129/2018, il candidato illustri le azioni principali del dirigente scolastico nell'ambito della gestione amministrativo-contabile, al fine di garantire la realizzazione e la rendicontazione di un progetto annuale o pluriennale per l'attuazione del piano triennale dell'offerta formativa.

Area: H - Domanda 437 - ID Sorteggio: CFE4 - Rif: 10197

Facendo riferimento al d.i. n. 129/2018, il candidato illustri i contenuti e le finalità della relazione illustrativa, allegata al programma annuale, con opportuni richiami alla gestione unitaria dell'istituzione scolastica e alla responsabilità di risultato che competono al dirigente scolastico.

Area: H - Domanda 438 - ID Sorteggio: 97AA - Rif: 10198

Facendo riferimento al d.i. n. 129/2018 e al d.lgs. n. 36/2023, il candidato illustri le azioni principali e le responsabilità del dirigente scolastico in relazione ai contratti *intuitu personae*.

Area: I - Domanda 439 - ID Sorteggio: 5976 - Rif: 10199

Nel corso dell'anno scolastico, il Dirigente di un istituto comprensivo intende promuovere, con il supporto di esperti esterni, un seminario formativo sui principali modelli organizzativi dell'istruzione primaria e secondaria di primo grado dei Paesi dell'Unione europea, anche per individuare futuri Paesi partner per progetti di mobilità dei docenti con Paesi che presentino una struttura simile a quella italiana, a livello di primo ciclo di istruzione. Indichi il candidato, dopo una presentazione generale del tema, su quali Paesi dell'Unione europea orienterebbe la sua scelta e per quali motivazioni.

Area: I - Domanda 440 - ID Sorteggio: E909 - Rif: 10200

Nel corso dell'anno scolastico, il Dirigente di un istituto comprensivo promuove, con il supporto di esperti esterni, un seminario formativo sulle politiche di inclusione nei sistemi scolastici dei Paesi dell'Unione europea, anche per individuare futuri Paesi partner per progetti di cooperazione e di mobilità dei docenti

sul tema dell'inclusione. Indichi il candidato, dopo una presentazione generale del tema, tre Paesi dell'Unione europea sui quali orienterebbe la sua scelta, specificando le motivazioni.

Area: I - Domanda 441 - ID Sorteggio: 1006 - Rif: 10201

Nel corso dell'anno scolastico, il Dirigente di un istituto di istruzione secondaria di secondo grado con più indirizzi di studio promuove, con il supporto di esperti esterni, un seminario formativo sui sistemi educativi dei Paesi europei, anche per individuare futuri partner per progetti di mobilità di docenti e studenti con Paesi che presentino un'offerta di istruzione/formazione obbligatoria a tempo pieno oltre i 16 anni di età. Indichi il candidato, dopo una presentazione generale del tema, su quali Paesi dell'Unione europea orienterebbe la sua scelta e per quali motivazioni.

Area: I - Domanda 442 - ID Sorteggio: A984 - Rif: 10202

Il Dirigente scolastico di un liceo linguistico, con il supporto della Commissione "Internazionalizzazione" istituita nella scuola, esamina la situazione dell'apprendimento delle lingue straniere nei sistemi educativi dell'Unione europea, anche per sviluppare progetti di cooperazione con Paesi il cui curriculum prevede l'apprendimento di più lingue straniere e l'offerta di insegnamenti di discipline non linguistiche in una lingua straniera (CLIL). Indichi il candidato tre Paesi con i quali potrebbe avvenire lo scambio di buone pratiche riferite sia all'offerta di più lingue straniere nel curriculum per lo sviluppo della competenza multilinguistica sia alla metodologia CLIL, specificando le motivazioni.

Area: I - Domanda 443 - ID Sorteggio: F2C1 - Rif: 10203

Per il personale della scuola la possibilità di partecipare a esperienze di mobilità per l'apprendimento nel quadro di Erasmus + è occasione di condivisione e di trasferimento delle migliori pratiche didattiche nonché di sviluppo professionale.

Indichi il candidato quali azioni potrebbe svolgere il Dirigente scolastico di un istituto secondario di primo o di secondo grado, a sua scelta, con il supporto del referente per l'internazionalizzazione, per organizzare un progetto di mobilità sullo sviluppo delle competenze digitali rivolto al personale docente dell'area scientifica, valutando quali Paesi partner potrebbero essere individuati in chiave comparativa, specificando le motivazioni.

Area: I - Domanda 444 - ID Sorteggio: 178A - Rif: 10204

Il Dirigente scolastico di un Liceo o di un Istituto tecnico nel quale è attiva una sezione ESABAC o ESABAC TECHNO desidera organizzare, insieme al referente del percorso formativo sperimentale e al referente dell'internazionalizzazione, un seminario di approfondimento riservato ai docenti di francese e di storia neo arrivati. Indichi il candidato quali caratteristiche è opportuno mettere in evidenza, in chiave comparativa, del sistema educativo francese e quale valore aggiunto il progetto ESABAC apporta in termini di dimensione europea dell'insegnamento/apprendimento per docenti e studenti.

Area: I - Domanda 445 - ID Sorteggio: EC96 - Rif: 10205

Con il Regolamento sul sistema nazionale di valutazione in materia di istruzione e formazione (d.p.r. n. 80/2013) si è avviato nelle istituzioni scolastiche di ogni ordine e grado un processo di valutazione partecipata che interconnette pratiche di autovalutazione, interventi di verifica esterna, azioni di miglioramento sulla base degli esiti valutativi e forme di trasparenza dei risultati attraverso la rendicontazione sociale.

Individui il candidato uno o più Paesi partner dell'Unione europea con cui potere avviare progetti destinati ai Dirigenti scolastici e allo staff per lo scambio di buone prassi sui processi valutativi e di rendicontazione precisandone le motivazioni.

Area: I - Domanda 446 - ID Sorteggio: 66C7 - Rif: 10206

In Italia, il d. lgs. 65/2017, in attuazione della L. 107/2015, ha istituito il sistema integrato di educazione e di istruzione dalla nascita ai 6 anni e, come in molti altri Paesi europei, sono state adottate linee guida educative anche nell'ottica di favorire l'idea di continuità del percorso.

Indichi il candidato tre Paesi partner con i quali, in qualità di Dirigente scolastico di un istituto comprensivo, potrebbe promuovere corsi o altre iniziative di sviluppo professionale per educatori dei servizi educativi e insegnanti della scuola dell'infanzia, anche tramite la community eTwinning, in relazione ai temi prioritari dell'ECEC* da affrontare in chiave europea.

*ECEC = acronimo inglese per *Early Childhood Education and Care (Educazione e Cura della prima Infanzia)*

Area: I - Domanda 447 - ID Sorteggio: 0487 - Rif: 10207

Nel portale eTwinning si legge "Tra i vantaggi offerti da eTwinning agli insegnanti del settore "istruzione e della formazione professionale iniziale" (IVET):

- Condivisione di metodologie didattiche e di lavoro con altri docenti;
- Sviluppo professionale continuo per i docenti;
- Introduzione delle TIC nella pratica didattica in classe;
- Motivare gli alunni a lavorare con altri partner in un progetto europeo”.

Indichi il candidato tre Paesi partner con i quali un Dirigente scolastico di un Istituto professionale con vari indirizzi di studio inviterebbe la scuola che dirige a entrare in contatto tramite eTwinning, nell'ottica di avviare occasioni di scambio e collaborazione, in un contesto multiculturale, specificando le motivazioni.

Area: I - Domanda 448 - ID Sorteggio: CDDD - Rif: 10208

Il Dirigente scolastico di un Istituto tecnico con vari indirizzi di studio intende promuovere, con il supporto del referente per l'internazionalizzazione, nel quadro del programma Erasmus+, progetti di mobilità di gruppo e/o individuali destinati agli studenti che frequentano gli ultimi due anni e finalizzati allo sviluppo di competenze professionali specifiche necessarie nel mercato del lavoro attuale e futuro, anche nell'ottica di una prosecuzione degli studi in un ITS del settore di riferimento.

Indichi il candidato due Paesi partner sui quali orienterebbe la sua scelta precisandone le motivazioni.

Area: ING - Domanda 1 - ID Sorteggio: D8E8 - Rif: 10209

Read the following text. Then, for each question, choose the answer that fits best according to the text

Inequity is the result of disadvantage and/or discrimination due to any number of personal and social characteristics, such as sex, gender, ethnicity, migration background, religion, disability status, socioeconomic status and sexual orientation. People in these social categories are disadvantaged not per se, but because structures are in place that often deny access to resources (such as quality mainstream education or appropriate services) or create barriers to accessing such resources. Structures are the ways in which societies are organised, and these give rise to relative advantage or disadvantage due to the complex interconnectedness of social categories and power. Education inequity can therefore manifest itself in unequal distribution of resources such as funding, qualified teachers, technology and learning material, which is often linked to the fact that disadvantaged groups are disproportionately located in settings with limited resources, for example in rural areas or in communities segregated by ethnicity, socioeconomic status or religion (Nurse and Melhuish, 2021). Evidence from the Council of Europe's Commissioner for Human Rights shows that access to and participation in schools is inequitable for some groups, such as refugee and migrant children and young people, who are more likely to be segregated in schools with fewer resources, and, in some cases, over-represented in special education (Council of Europe Commissioner for Human Rights, 2017).

Adapted from European Commission, European Education and Culture Executive Agency, *Promoting diversity and inclusion in schools in Europe*, Publications Office of the European Union, 2023,

p.19, <https://data.europa.eu/doi/10.2797/443509>

Inequity is the product of

- [a] disadvantage and/or discrimination
- [b] bad temper and/or violence
- [c] exposure to negative role models
- [d] chance factors

Area: ING - Domanda 2 - ID Sorteggio: D8E8 - Rif: 10210

Read the following text. Then, for each question, choose the answer that fits best according to the text

Inequity is the result of disadvantage and/or discrimination due to any number of personal and social characteristics, such as sex, gender, ethnicity, migration background, religion, disability status, socioeconomic status and sexual orientation. People in these social categories are disadvantaged not per se, but because structures are in place that often deny access to resources (such as quality mainstream education or appropriate services) or create barriers to accessing such resources. Structures are the ways in which societies are organised, and these give rise to relative advantage or disadvantage due to the complex interconnectedness of social categories and power. Education inequity can therefore manifest itself in unequal distribution of resources such as funding, qualified teachers, technology and learning material, which is often linked to the fact that disadvantaged groups are disproportionately located in settings with limited resources, for example in rural areas or in communities segregated by ethnicity, socioeconomic status or religion (Nurse and Melhuish, 2021). Evidence from the Council of Europe's Commissioner for Human Rights shows that access to and participation in schools is inequitable for some groups, such as refugee and migrant children and young people, who are more likely to be segregated in schools with fewer resources, and, in some cases, over-represented in special education (Council of Europe Commissioner for Human Rights, 2017).

Adapted from European Commission, European Education and Culture Executive Agency, *Promoting diversity and inclusion in schools in Europe*, Publications Office of the European Union, 2023, p.19, <https://data.europa.eu/doi/10.2797/443509>

Disadvantaged people may be identified as being from some

- [a] social categories
- [b] organizational networks
- [c] traditional groups
- [d] economic assets

Area: ING - Domanda 3 - ID Sorteggio: D8E8 - Rif: 10211

Read the following text. Then, for each question, choose the answer that fits best according to the text

Inequity is the result of disadvantage and/or discrimination due to any number of personal and social characteristics, such as sex, gender, ethnicity, migration background, religion, disability status, socioeconomic status and sexual orientation. People in these social categories are disadvantaged not per se, but because structures are in place that often deny access to resources (such as quality mainstream education or appropriate services) or create barriers to accessing such resources. Structures are the ways in which societies are organised, and these give rise to relative advantage or disadvantage due to the complex interconnectedness of social categories and power. Education inequity can therefore manifest itself in unequal distribution of resources such as funding, qualified teachers, technology and learning material, which is often linked to the fact that disadvantaged groups are disproportionately located in settings with limited resources, for example in rural areas or in communities segregated by ethnicity, socioeconomic status or religion (Nurse and Melhuish, 2021). Evidence from the Council of Europe's Commissioner for Human Rights shows that access to and participation in schools is inequitable for some groups, such as refugee and migrant children and young people, who are more likely to be segregated in schools with fewer resources, and, in some cases, over-represented in special education (Council of Europe Commissioner for Human Rights, 2017).

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Social disadvantage can arise because of the

- [a] interrelations between social categories and powers
- [b] emerging properties of organizations
- [c] inadequacy of people
- [d] limitations of the human body

Area: ING - Domanda 4 - ID Sorteggio: D8E8 - Rif: 10212

Read the following text. Then, for each question, choose the answer that fits best according to the text

Inequity is the result of disadvantage and/or discrimination due to any number of personal and social characteristics, such as sex, gender, ethnicity, migration background, religion, disability status, socioeconomic status and sexual orientation. People in these social categories are disadvantaged not per se, but because structures are in place that often deny access to resources (such as quality mainstream education or appropriate services) or create barriers to accessing such resources. Structures are the ways in which societies are organised, and these give rise to relative advantage or disadvantage due to the complex interconnectedness of social categories and power. Education inequity can therefore manifest itself in unequal distribution of resources such as funding, qualified teachers, technology and learning material, which is often linked to the fact that disadvantaged groups are disproportionately located in settings with limited resources, for example in rural areas or in communities segregated by ethnicity, socioeconomic status or religion (Nurse and Melhuish, 2021). Evidence from the Council of Europe's Commissioner for Human Rights shows that access to and participation in schools is inequitable for some groups, such as refugee and migrant children and young people, who are more likely to be segregated in schools with fewer resources, and, in some cases, over-represented in special education (Council of Europe Commissioner for Human Rights, 2017).

Adapted from European Commission, European Education and Culture Executive Agency, *Promoting diversity and inclusion in schools in Europe*, Publications Office of the European Union, 2023, p.19, <https://data.europa.eu/doi/10.2797/443509>

Educational inequity can manifest itself in

- [a] uneven distribution of resources
 - [b] unintended distribution of resources
 - [c] unqualified distribution of resources
 - [d] unified distribution of resources
-

Area: ING - Domanda 5 - ID Sorteggio: D8E8 - Rif: 10213

Read the following text. Then, for each question, choose the answer that fits best according to the text

Inequity is the result of disadvantage and/or discrimination due to any number of personal and social characteristics, such as sex, gender, ethnicity, migration background, religion, disability status, socioeconomic status and sexual orientation. People in these social categories are disadvantaged not per se, but because structures are in place that often deny access to resources (such as quality mainstream education or appropriate services) or create barriers to accessing such resources. Structures are the ways in which societies are organised, and these give rise to relative advantage or disadvantage due to the complex interconnectedness of social categories and power. Education inequity can therefore manifest itself in unequal distribution of resources such as funding, qualified teachers, technology and learning material, which is often linked to the fact that disadvantaged groups are disproportionately located in settings with limited resources, for example in rural areas or in communities segregated by ethnicity, socioeconomic status or religion (Nurse and Melhuish, 2021). Evidence from the Council of Europe's Commissioner for Human Rights shows that access to and participation in schools is inequitable for some groups, such as refugee and migrant children and young people, who are more likely to be segregated in schools with fewer resources, and, in some cases, over-represented in special education (Council of Europe Commissioner for Human Rights, 2017).

Adapted from European Commission, European Education and Culture Executive Agency, *Promoting diversity and inclusion in schools in Europe*, Publications Office of the European Union, 2023, p.19, <https://data.europa.eu/doi/10.2797/443509>

Disadvantaged groups are located in settings with limited resources

- [a] often
 - [b] seldom
 - [c] never
 - [d] occasionally
-

Area: ING - Domanda 6 - ID Sorteggio: 959D - Rif: 10214

Read the following text. Then, for each question, choose the answer that fits best according to the text

Rates of enrolment in mainstream education of learners with an official decision of special educational needs vary between European countries, and they tend to be low in some cases. The most common objective that education systems therefore pursue in terms of policies and measures to promote inclusive access and participation is to increase access to mainstream education for students with special

educational needs or disabilities. This is done through the way in which students are assessed and oriented, and the provision of adequate resources for schools to be able to offer the right conditions in terms of human resources and adaptations of the physical and learning environments, including the provision of assistive technologies. Cooperation between schools and parents is also often reinforced in the case of students with special educational needs, notably in defining and following up on individual education plans. Policies promoting cooperation with parents also often target families that have a migration background.

More than half of the education systems also report policies addressing barriers to school access and participation that entail financial support for socioeconomically disadvantaged learners. This is intended to cover school-related costs, involves free or subsidised textbooks and other learning materials, and/or covers the costs of transport, especially for learners from rural and remote areas, and school meals. Besides these interventions, over one third of all education systems report policies promoting social assistance and support, including medical, psychological and/or social services provided in schools. The challenge with all these support interventions is to ensure sustainable comprehensive support structures that last beyond project-based funding measures.

Adapted from European Commission, European Education and Culture Executive Agency, *Promoting diversity and inclusion in schools in Europe*, Publications Office of the European Union, 2023, p. 51, <https://data.europa.eu/doi/10.2797/443509>

Enrolment in mainstream education of students with special needs

- [a] differs between European countries
- [b] is low in all European countries
- [c] is high in all European countries
- [d] is standardized across European countries

Area: ING - Domanda 7 - ID Sorteggio: 959D - Rif: 10215

Read the following text. Then, for each question, choose the answer that fits best according to the text

Rates of enrolment in mainstream education of learners with an official decision of special educational needs vary between European countries, and they tend to be low in some cases. The most common objective that education systems therefore pursue in terms of policies and measures to promote inclusive access and participation is to increase access to mainstream education for students with special educational needs or disabilities. This is done through the way in which students are assessed and oriented, and the provision of adequate resources for schools to be able to offer the right conditions in terms of human resources and adaptations of the physical and learning environments, including the provision of assistive technologies. Cooperation between schools and parents is also often reinforced in the case of students with special educational needs, notably in defining and following up on individual education plans. Policies promoting cooperation with parents also often target families that have a migration background.

More than half of the education systems also report policies addressing barriers to school access and participation that entail financial support for socioeconomically disadvantaged learners. This is intended to cover school-related costs, involves free or subsidised textbooks and other learning materials, and/or covers the costs of transport, especially for learners from rural and remote areas, and school meals. Besides these interventions, over one third of all education systems report policies promoting social assistance and support, including medical, psychological and/or social services provided in schools. The

challenge with all these support interventions is to ensure sustainable comprehensive support structures that last beyond project-based funding measures.

Adapted from European Commission, European Education and Culture Executive Agency, *Promoting diversity and inclusion in schools in Europe*, Publications Office of the European Union, 2023, p. 51, <https://data.europa.eu/doi/10.2797/443509>

A common objective pursued by education systems is to

- [a] encourage access to mainstream education for students with special educational needs or disabilities
- [b] limit access to mainstream education for students with special educational needs or disabilities
- [c] support special education classes for students with special educational needs or disabilities
- [d] implement standard, basic education plans for all students

Area: ING - Domanda 8 - ID Sorteggio: 959D - Rif: 10216

Read the following text. Then, for each question, choose the answer that fits best according to the text

Rates of enrolment in mainstream education of learners with an official decision of special educational needs vary between European countries, and they tend to be low in some cases. The most common objective that education systems therefore pursue in terms of policies and measures to promote inclusive access and participation is to increase access to mainstream education for students with special educational needs or disabilities. This is done through the way in which students are assessed and oriented, and the provision of adequate resources for schools to be able to offer the right conditions in terms of human resources and adaptations of the physical and learning environments, including the provision of assistive technologies. Cooperation between schools and parents is also often reinforced in the case of students with special educational needs, notably in defining and following up on individual education plans. Policies promoting cooperation with parents also often target families that have a migration background.

More than half of the education systems also report policies addressing barriers to school access and participation that entail financial support for socioeconomically disadvantaged learners. This is intended to cover school-related costs, involves free or subsidised textbooks and other learning materials, and/or covers the costs of transport, especially for learners from rural and remote areas, and school meals. Besides these interventions, over one third of all education systems report policies promoting social assistance and support, including medical, psychological and/or social services provided in schools. The challenge with all these support interventions is to ensure sustainable comprehensive support structures that last beyond project-based funding measures.

Adapted from European Commission, European Education and Culture Executive Agency, *Promoting diversity and inclusion in schools in Europe*, Publications Office of the European Union, 2023, p. 51, <https://data.europa.eu/doi/10.2797/443509>

Increasing access to education for students with special educational needs or disabilities is also connected with

- [a] the provision of appropriate resources for schools
- [b] financial contributions from families
- [c] the design of cost-effective projects

[d] savings on other expenses

Area: ING - Domanda 9 - ID Sorteggio: 959D - Rif: 10217

Read the following text. Then, for each question, choose the answer that fits best according to the text

Rates of enrolment in mainstream education of learners with an official decision of special educational needs vary between European countries, and they tend to be low in some cases. The most common objective that education systems therefore pursue in terms of policies and measures to promote inclusive access and participation is to increase access to mainstream education for students with special educational needs or disabilities. This is done through the way in which students are assessed and oriented, and the provision of adequate resources for schools to be able to offer the right conditions in terms of human resources and adaptations of the physical and learning environments, including the provision of assistive technologies. Cooperation between schools and parents is also often reinforced in the case of students with special educational needs, notably in defining and following up on individual education plans. Policies promoting cooperation with parents also often target families that have a migration background.

More than half of the education systems also report policies addressing barriers to school access and participation that entail financial support for socioeconomically disadvantaged learners. This is intended to cover school-related costs, involves free or subsidised textbooks and other learning materials, and/or covers the costs of transport, especially for learners from rural and remote areas, and school meals. Besides these interventions, over one third of all education systems report policies promoting social assistance and support, including medical, psychological and/or social services provided in schools. The challenge with all these support interventions is to ensure sustainable comprehensive support structures that last beyond project-based funding measures.

Adapted from European Commission, European Education and Culture Executive Agency, *Promoting diversity and inclusion in schools in Europe*, Publications Office of the European Union, 2023, p. 51, <https://data.europa.eu/doi/10.2797/443509>

Policies addressing barriers to school access that entail financial support for socio-economically disadvantaged learners are enforced by

- [a] over 50% of the education systems
 - [b] all European education systems
 - [c] about one third of the European education systems
 - [d] no European education systems
-

Area: ING - Domanda 10 - ID Sorteggio: 959D - Rif: 10218

Read the following text. Then, for each question, choose the answer that fits best according to the text

Rates of enrolment in mainstream education of learners with an official decision of special educational needs vary between European countries, and they tend to be low in some cases. The most common objective that education systems therefore pursue in terms of policies and measures to promote inclusive access and participation is to increase access to mainstream education for students with special educational needs or disabilities. This is done through the way in which students are assessed and oriented, and the provision of adequate resources for schools to be able to offer the right conditions in terms of human resources and adaptations of the physical and learning environments, including the provision of assistive technologies. Cooperation between schools and parents is also often reinforced in the case of students with special educational needs, notably in defining and following up on individual education plans. Policies promoting cooperation with parents also often target families that have a migration background.

More than half of the education systems also report policies addressing barriers to school access and participation that entail financial support for socioeconomically disadvantaged learners. This is intended to cover school-related costs, involves free or subsidised textbooks and other learning materials, and/or covers the costs of transport, especially for learners from rural and remote areas, and school meals. Besides these interventions, over one third of all education systems report policies promoting social assistance and support, including medical, psychological and/or social services provided in schools. The challenge with all these support interventions is to ensure sustainable comprehensive support structures that last beyond project-based funding measures.

Adapted from European Commission, European Education and Culture Executive Agency, *Promoting diversity and inclusion in schools in Europe*, Publications Office of the European Union, 2023, p. 51, <https://data.europa.eu/doi/10.2797/443509>

Interventions of education systems try to ensure

- [a] long-lasting support structures
- [b] transient, focalized support structures
- [c] project-bound support structures
- [d] student networks

Area: ING - Domanda 11 - ID Sorteggio: C948 - Rif: 10219

Read the following text. Then, for each question, choose the answer that fits best according to the text

Capacity development within an education system plays a key role in supporting diversity, equity and inclusion. This involves not only the development of skills among school staff to address diversity in education but also recruitment practices that ensure the profile of staff closely matches the diversity of the student body. Ensuring diversity of school staff and, in particular, of teaching staff can be an effective strategy to improve student learning outcomes in a context of student diversity. Some countries report concerns about an imbalance between the cultural or language diversity of the student population and that of the teaching body at a time when the proportion of minority students is increasing. This might reflect relatively limited opportunities or lack of incentives for ethnic groups or national minorities to enter professional occupations like teaching, seriously limiting the important contribution teachers from ethnic minority backgrounds could bring as role models for students from similar backgrounds. Teachers from minority backgrounds might help improve the understanding of cultural differences by teachers and students in general. Furthermore, many countries are alarmed by the fact that the proportion of males in teaching is declining, especially in light of concerns about boys' achievement in schools. Hence, there is a need to promote the benefits of a teaching career to groups who are often under-represented among teacher ranks, such as males and individuals from minority cultural backgrounds. Such strategies would include promoting positive teacher role models from similar backgrounds, investigating the reasons behind

potential negative views about teaching and correcting misconceptions about the job, and disseminating information about teaching through fora and media relevant to such groups.

Adapted from Cerna, L., et al. (2021), "Promoting inclusive education for diverse societies: A conceptual framework", *OECD Education Working Papers*, No. 260, OECD Publishing, p.36, Paris.
<https://doi.org/10.1787/94ab68c6-en>.

Building staff capacity is crucial for

- [a] supporting inclusion
- [b] avoiding diversity
- [c] avoiding inclusion
- [d] fighting inclusion

Area: ING - Domanda 12 - ID Sorteggio: C948 - Rif: 10220

Read the following text. Then, for each question, choose the answer that fits best according to the text

Capacity development within an education system plays a key role in supporting diversity, equity and inclusion. This involves not only the development of skills among school staff to address diversity in education but also recruitment practices that ensure the profile of staff closely matches the diversity of the student body. Ensuring diversity of school staff and, in particular, of teaching staff can be an effective strategy to improve student learning outcomes in a context of student diversity. Some countries report concerns about an imbalance between the cultural or language diversity of the student population and that of the teaching body at a time when the proportion of minority students is increasing. This might reflect relatively limited opportunities or lack of incentives for ethnic groups or national minorities to enter professional occupations like teaching, seriously limiting the important contribution teachers from ethnic minority backgrounds could bring as role models for students from similar backgrounds. Teachers from minority backgrounds might help improve the understanding of cultural differences by teachers and students in general. Furthermore, many countries are alarmed by the fact that the proportion of males in teaching is declining, especially in light of concerns about boys' achievement in schools. Hence, there is a need to promote the benefits of a teaching career to groups who are often under-represented among teacher ranks, such as males and individuals from minority cultural backgrounds. Such strategies would include promoting positive teacher role models from similar backgrounds, investigating the reasons behind potential negative views about teaching and correcting misconceptions about the job, and disseminating information about teaching through fora and media relevant to such groups.

Adapted from Cerna, L., et al. (2021), "Promoting inclusive education for diverse societies: A conceptual framework", *OECD Education Working Papers*, No. 260, OECD Publishing, p.36, Paris.
<https://doi.org/10.1787/94ab68c6-en>.

Employing diverse teaching staff can help

- [a] to improve student learning outcomes in a context of student diversity
 - [b] to comply with regulations about capacity development of the school system
 - [c] to grant visibility to schools
 - [d] to overcome criticisms of the implementation of inclusion policies in education
-

Area: ING - Domanda 13 - ID Sorteggio: C948 - Rif: 10221

Read the following text. Then, for each question, choose the answer that fits best according to the text

Capacity development within an education system plays a key role in supporting diversity, equity and inclusion. This involves not only the development of skills among school staff to address diversity in education but also recruitment practices that ensure the profile of staff closely matches the diversity of the student body. Ensuring diversity of school staff and, in particular, of teaching staff can be an effective strategy to improve student learning outcomes in a context of student diversity. Some countries report concerns about an imbalance between the cultural or language diversity of the student population and that of the teaching body at a time when the proportion of minority students is increasing. This might reflect relatively limited opportunities or lack of incentives for ethnic groups or national minorities to enter professional occupations like teaching, seriously limiting the important contribution teachers from ethnic minority backgrounds could bring as role models for students from similar backgrounds. Teachers from minority backgrounds might help improve the understanding of cultural differences by teachers and students in general. Furthermore, many countries are alarmed by the fact that the proportion of males in teaching is declining, especially in light of concerns about boys' achievement in schools. Hence, there is a need to promote the benefits of a teaching career to groups who are often under-represented among teacher ranks, such as males and individuals from minority cultural backgrounds. Such strategies would include promoting positive teacher role models from similar backgrounds, investigating the reasons behind potential negative views about teaching and correcting misconceptions about the job, and disseminating information about teaching through fora and media relevant to such groups.

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The cultural imbalance between the student and the teacher populations may reflect

- [a] limited opportunities for national minorities to become teachers
- [b] minority teachers' insufficient training and competences
- [c] inbuilt bias in teacher recruitment procedures
- [d] EU employment constraints for people from minority groups

Area: ING - Domanda 14 - ID Sorteggio: C948 - Rif: 10222

Read the following text. Then, for each question, choose the answer that fits best according to the text

Capacity development within an education system plays a key role in supporting diversity, equity and inclusion. This involves not only the development of skills among school staff to address diversity in education but also recruitment practices that ensure the profile of staff closely matches the diversity of the student body. Ensuring diversity of school staff and, in particular, of teaching staff can be an effective strategy to improve student learning outcomes in a context of student diversity. Some countries report concerns about an imbalance between the cultural or language diversity of the student population and that of the teaching body at a time when the proportion of minority students is increasing. This might reflect relatively limited opportunities or lack of incentives for ethnic groups or national minorities to enter professional occupations like teaching, seriously limiting the important contribution teachers from ethnic

minority backgrounds could bring as role models for students from similar backgrounds. Teachers from minority backgrounds might help improve the understanding of cultural differences by teachers and students in general. Furthermore, many countries are alarmed by the fact that the proportion of males in teaching is declining, especially in light of concerns about boys' achievement in schools. Hence, there is a need to promote the benefits of a teaching career to groups who are often under-represented among teacher ranks, such as males and individuals from minority cultural backgrounds. Such strategies would include promoting positive teacher role models from similar backgrounds, investigating the reasons behind potential negative views about teaching and correcting misconceptions about the job, and disseminating information about teaching through fora and media relevant to such groups.

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<https://doi.org/10.1787/94ab68c6-en>.

Teachers from minority backgrounds might be instrumental in

- [a] helping to improve the understanding of cultural differences
- [b] supporting deeper learning by students with special needs
- [c] maintaining a balance between various teaching methods
- [d] providing students with opportunities to travel abroad

Area: ING - Domanda 15 - ID Sorteggio: C948 - Rif: 10223

Read the following text. Then, for each question, choose the answer that fits best according to the text

Capacity development within an education system plays a key role in supporting diversity, equity and inclusion. This involves not only the development of skills among school staff to address diversity in education but also recruitment practices that ensure the profile of staff closely matches the diversity of the student body. Ensuring diversity of school staff and, in particular, of teaching staff can be an effective strategy to improve student learning outcomes in a context of student diversity. Some countries report concerns about an imbalance between the cultural or language diversity of the student population and that of the teaching body at a time when the proportion of minority students is increasing. This might reflect relatively limited opportunities or lack of incentives for ethnic groups or national minorities to enter professional occupations like teaching, seriously limiting the important contribution teachers from ethnic minority backgrounds could bring as role models for students from similar backgrounds. Teachers from minority backgrounds might help improve the understanding of cultural differences by teachers and students in general. Furthermore, many countries are alarmed by the fact that the proportion of males in teaching is declining, especially in light of concerns about boys' achievement in schools. Hence, there is a need to promote the benefits of a teaching career to groups who are often under-represented among teacher ranks, such as males and individuals from minority cultural backgrounds. Such strategies would include promoting positive teacher role models from similar backgrounds, investigating the reasons behind potential negative views about teaching and correcting misconceptions about the job, and disseminating information about teaching through fora and media relevant to such groups.

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Promoting the benefits of a teaching career to under-represented groups requires

- [a] investigating the reasons behind potential negative views about teaching
- [b] ignoring the attractiveness of other professions and vocations

[c] building strong teachers' trade unions across Europe

[d] an agreement about teacher training and employability to be reached in Europe

Area: ING - Domanda 16 - ID Sorteggio: A8FE - Rif: 10224

Read the following text. Then, for each question, choose the answer that fits best according to the text

Digital technologies provide new means to advocate, defend and exercise human rights, but they can also be used to suppress, limit and violate human rights. [...] as existing human rights treaties were signed in a pre-digital era. In today's world, where online violations can lead to offline abuses, the Internet cannot be an un-governed or ungovernable space – human rights exist online as they do offline and have to be respected in full.

Effective due diligence is required to ensure that technology products, policies, practices and terms of service comply with human rights principles and standards. To that end, the UN Secretary-General, in his call to action for human rights, addresses new frontiers of technology and human rights, emphasizing that new technologies are too often used for surveillance, repression, censorship and online harassment, especially of vulnerable people and human rights defenders, and calling for these technologies to be used to provide new means to advocate, defend and exercise rights. Greater efforts are needed to develop further guidance on how human rights standards should be applied in the digital age. Blanket Internet shutdowns and generic blocking and filtering of services are considered by United Nations human rights mechanisms to be in violation of international human rights law. In addition to appropriate law enforcement, other means need to be found through consultation between Governments, industry and civil society, in accordance with international human rights law, including to deal with the spread of disinformation and, in particular, harmful, life-threatening content while avoiding disruptive blanket Internet shutdowns.

Adapted from the Report from the UN Secretary-General "Roadmap for Digital Cooperation" June 2020, p. 14.

With respect to human rights, the Internet should be

[a] governed

[b] ungoverned

[c] off-limits

[d] governing

Area: ING - Domanda 17 - ID Sorteggio: A8FE - Rif: 10225

Read the following text. Then, for each question, choose the answer that fits best according to the text

Digital technologies provide new means to advocate, defend and exercise human rights, but they can also be used to suppress, limit and violate human rights. [...] as existing human rights treaties were signed in a pre-digital era. In today's world, where online violations can lead to offline abuses, the Internet cannot be

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Adapted from the Report from the UN Secretary-General “Roadmap for Digital Cooperation” June 2020, p. 14.

New technologies are used to control people

[a] frequently

[b] seldom

[c] sometimes

[d] always

Area: ING - Domanda 18 - ID Sorteggio: A8FE - Rif: 10226

Read the following text. Then, for each question, choose the answer that fits best according to the text

Digital technologies provide new means to advocate, defend and exercise human rights, but they can also be used to suppress, limit and violate human rights. [...] as existing human rights treaties were signed in a pre-digital era. In today’s world, where online violations can lead to offline abuses, the Internet cannot be an un-governed or ungovernable space – human rights exist online as they do offline and have to be respected in full.

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Adapted from the Report from the UN Secretary-General "Roadmap for Digital Cooperation" June 2020, p. 14.

Technologies are often used for online harassment of

- [a] vulnerable people
- [b] the general population
- [c] the younger generations
- [d] politicians

Area: ING - Domanda 19 - ID Sorteggio: A8FE - Rif: 10227

Read the following text. Then, for each question, choose the answer that fits best according to the text

Digital technologies provide new means to advocate, defend and exercise human rights, but they can also be used to suppress, limit and violate human rights. [...] as existing human rights treaties were signed in a pre-digital era. In today's world, where online violations can lead to offline abuses, the Internet cannot be an un-governed or ungovernable space – human rights exist online as they do offline and have to be respected in full.

Effective due diligence is required to ensure that technology products, policies, practices and terms of service comply with human rights principles and standards. To that end, the UN Secretary-General, in his call to action for human rights, addresses new frontiers of technology and human rights, emphasizing that new technologies are too often used for surveillance, repression, censorship and online harassment, especially of vulnerable people and human rights defenders, and calling for these technologies to be used to provide new means to advocate, defend and exercise rights. Greater efforts are needed to develop further guidance on how human rights standards should be applied in the digital age. Blanket Internet shutdowns and generic blocking and filtering of services are considered by United Nations human rights mechanisms to be in violation of international human rights law. In addition to appropriate law enforcement, other means need to be found through consultation between Governments, industry and civil society, in accordance with international human rights law, including to deal with the spread of disinformation and, in particular, harmful, life-threatening content while avoiding disruptive blanket Internet shutdowns.

Adapted from the Report from the UN Secretary-General "Roadmap for Digital Cooperation" June 2020, p. 14.

Filtering of Internet services may be considered to violate

- [a] human rights law
- [b] civil society rules
- [c] industry efficiency
- [d] mutual trust

Area: ING - Domanda 20 - ID Sorteggio: A8FE - Rif: 10228

Read the following text. Then, for each question, choose the answer that fits best according to the text

Digital technologies provide new means to advocate, defend and exercise human rights, but they can also be used to suppress, limit and violate human rights. [...] as existing human rights treaties were signed in a pre-digital era. In today's world, where online violations can lead to offline abuses, the Internet cannot be an un-governed or ungovernable space – human rights exist online as they do offline and have to be respected in full.

Effective due diligence is required to ensure that technology products, policies, practices and terms of service comply with human rights principles and standards. To that end, the UN Secretary-General, in his call to action for human rights, addresses new frontiers of technology and human rights, emphasizing that new technologies are too often used for surveillance, repression, censorship and online harassment, especially of vulnerable people and human rights defenders, and calling for these technologies to be used to provide new means to advocate, defend and exercise rights. Greater efforts are needed to develop further guidance on how human rights standards should be applied in the digital age. Blanket Internet shutdowns and generic blocking and filtering of services are considered by United Nations human rights mechanisms to be in violation of international human rights law. In addition to appropriate law enforcement, other means need to be found through consultation between Governments, industry and civil society, in accordance with international human rights law, including to deal with the spread of disinformation and, in particular, harmful, life-threatening content while avoiding disruptive blanket Internet shutdowns.

Adapted from the Report from the UN Secretary-General "Roadmap for Digital Cooperation" June 2020, p. 14.

In the digital age human rights can be protected by

- [a] enforcing appropriate laws
- [b] blocking the Internet
- [c] developing social awareness
- [d] inventing new technologies

Area: ING - Domanda 21 - ID Sorteggio: 83F6 - Rif: 10229

Read the following text. Then, for each question, choose the answer that fits best according to the text

Assessment can be a facilitator or a bottleneck for innovation in education. When integrating digital technologies into learning and teaching, we must consider how digital technologies can enhance existing assessment strategies. At the same time, we must also consider how they can be used to create or to facilitate innovative assessment approaches. Digitally-competent educators should be able to use digital technologies within assessment with those two objectives in mind.

Furthermore, the use of digital technologies in education, whether for assessment, learning, administrative or other purposes, results in a wide range of data being available on each individual learner's learning behaviour. Analysing and interpreting this data and using it to help make decisions is becoming more and more important – complemented by the analysis of conventional evidence on learner behaviour. At the same time, digital technologies can contribute to directly monitoring learning progress, to facilitating feedback and to allowing educators to assess and adapt their teaching strategies.

In summary, some of the aims are:

- to use digital technologies to provide targeted and timely feedback to learners;
- to adapt teaching strategies and to provide targeted support, based on the evidence generated by the digital technologies used;
- to enable learners and parents to understand the evidence provided by digital technologies and use it for decision-making.

Adapted from European Commission, Joint Research Centre, Redecker, C., Punie, Y., *European framework for the digital competence of educators – DigCompEdu*, Punie, Y.(editor), Publications Office, 2017, p. 21. <https://data.europa.eu/doi/10.2760/159770>

Integrating digital technologies into teaching can

- [a] enhance existing assessment practices
- [b] downplay the role of assessment
- [c] replace existing assessment practices
- [d] eradicate existing assessment practices

Area: ING - Domanda 22 - ID Sorteggio: 83F6 - Rif: 10230

Read the following text. Then, for each question, choose the answer that fits best according to the text

Assessment can be a facilitator or a bottleneck for innovation in education. When integrating digital technologies into learning and teaching, we must consider how digital technologies can enhance existing assessment strategies. At the same time, we must also consider how they can be used to create or to facilitate innovative assessment approaches. Digitally-competent educators should be able to use digital technologies within assessment with those two objectives in mind.

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2017, p. 21. <https://data.europa.eu/doi/10.2760/159770>

The use of digital technologies in education

- [a] generates a lot of data on learners
 - [b] makes it possible to implement learning-by-doing approaches
 - [c] creates easy-to-implement assessment tools
 - [d] defines new theoretical approaches to teaching
-

Area: ING - Domanda 23 - ID Sorteggio: 83F6 - Rif: 10231

Read the following text. Then, for each question, choose the answer that fits best according to the text

Assessment can be a facilitator or a bottleneck for innovation in education. When integrating digital technologies into learning and teaching, we must consider how digital technologies can enhance existing assessment strategies. At the same time, we must also consider how they can be used to create or to facilitate innovative assessment approaches. Digitally-competent educators should be able to use digital technologies within assessment with those two objectives in mind.

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Digital technologies can help educators

- [a] adapt their teaching strategies
 - [b] enhance student motivation
 - [c] keep in touch with students
 - [d] teach difficult students
-

Area: ING - Domanda 24 - ID Sorteggio: 83F6 - Rif: 10232

Read the following text. Then, for each question, choose the answer that fits best according to the text

Assessment can be a facilitator or a bottleneck for innovation in education. When integrating digital technologies into learning and teaching, we must consider how digital technologies can enhance existing assessment strategies. At the same time, we must also consider how they can be used to create or to facilitate innovative assessment approaches. Digitally-competent educators should be able to use digital technologies within assessment with those two objectives in mind.

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Digital technologies can be used by teachers to provide

- [a] specific and prompt feedback to learners
- [b] standard and delayed feedback to learners
- [c] timely and general feedback to learners
- [d] relevant but delayed feedback to learners

Area: ING - Domanda 25 - ID Sorteggio: 83F6 - Rif: 10233

Read the following text. Then, for each question, choose the answer that fits best according to the text

Assessment can be a facilitator or a bottleneck for innovation in education. When integrating digital technologies into learning and teaching, we must consider how digital technologies can enhance existing assessment strategies. At the same time, we must also consider how they can be used to create or to

facilitate innovative assessment approaches. Digitally-competent educators should be able to use digital technologies within assessment with those two objectives in mind.

Furthermore, the use of digital technologies in education, whether for assessment, learning, administrative or other purposes, results in a wide range of data being available on each individual learner's learning behaviour. Analysing and interpreting this data and using it to help make decisions is becoming more and more important – complemented by the analysis of conventional evidence on learner behaviour. At the same time, digital technologies can contribute to directly monitoring learning progress, to facilitating feedback and to allowing educators to assess and adapt their teaching strategies.

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Adapted from European Commission, Joint Research Centre, Redecker, C., Punie, Y., *European framework for the digital competence of educators – DigCompEdu*, Punie, Y.(editor), Publications Office, 2017, p. 21. <https://data.europa.eu/doi/10.2760/159770>

Learners and parents should be helped to understand

- [a] the evidence made available by digital technologies
- [b] the pattern of data supporting digital technologies
- [c] the targeted support provided by digital technologies
- [d] the logic underlying the implementation of digital technologies

Area: ING - Domanda 26 - ID Sorteggio: 7CBE - Rif: 10234

Read the following text. Then, for each question, choose the answer that fits best according to the text

Schools typically process substantial amounts of educational data including personal information about students, parents, staff, management and suppliers. Data collected, used, and processed in education is often referred to as “educational data”. These consist of data recorded in student information systems for example, educational achievements, parent names, assessment grades, as well as micro-level data generated when digital tools are used. When students interact with digital devices, they generate digital traces such as mouse clicks, data on opened pages, the timing of interaction events, or key presses. In the same way when using intelligent tutoring systems in classrooms, learning mathematics or modern languages produce learning activity traces. All this data can be combined to capture each student's online behaviour. This type of trace data (digital usage and learning activity traces) is often used for learning analytics. Data in student information systems can be further used for resource and course planning and to predict dropout and for guidance.

The use of AI systems can potentially enhance teaching, learning and assessment, provide better learning outcomes and help schools to operate more efficiently. However, if those same AI applications are not

properly designed or used carelessly, this could lead to harmful consequences. Educators need to be aware and ask questions whether the AI systems they are using are reliable, fair, safe and trustworthy and that the management of educational data is secure, protects the privacy of individuals and is used for the common good. “Ethical AI” is used to indicate the development, deployment and use of AI that ensures compliance with ethical norms, ethical principles and related core values.

Adapted from European Commission, Directorate-General for Education, Youth, Sport and Culture, *Ethical guidelines on the use of artificial intelligence (AI) and data in teaching and learning for educators*, Publications Office of the European Union, 2022, p. 11. <https://data.europa.eu/doi/10.2766/153756>

Schools usually have to manage

- [a] a large quantity of educational data about students
- [b] un-reliable educational data about students
- [c] limited amounts of educational data about students
- [d] small sets of educational data about students

Area: ING - Domanda 27 - ID Sorteggio: 7CBE - Rif: 10235

Read the following text. Then, for each question, choose the answer that fits best according to the text

Schools typically process substantial amounts of educational data including personal information about students, parents, staff, management and suppliers. Data collected, used, and processed in education is often referred to as “educational data”. These consist of data recorded in student information systems for example, educational achievements, parent names, assessment grades, as well as micro-level data generated when digital tools are used. When students interact with digital devices, they generate digital traces such as mouse clicks, data on opened pages, the timing of interaction events, or key presses. In the same way when using intelligent tutoring systems in classrooms, learning mathematics or modern languages produce learning activity traces. All this data can be combined to capture each student’s online behaviour. This type of trace data (digital usage and learning activity traces) is often used for learning analytics. Data in student information systems can be further used for resource and course planning and to predict dropout and for guidance.

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Digital traces refer to

- [a] the data created when using digital devices
- [b] the make of digital devices used
- [c] the built-in memory of a device

[d] typing performance

Area: ING - Domanda 28 - ID Sorteggio: 7CBE - Rif: 10236

Read the following text. Then, for each question, choose the answer that fits best according to the text

Schools typically process substantial amounts of educational data including personal information about students, parents, staff, management and suppliers. Data collected, used, and processed in education is often referred to as “educational data”. These consist of data recorded in student information systems for example, educational achievements, parent names, assessment grades, as well as micro-level data generated when digital tools are used. When students interact with digital devices, they generate digital traces such as mouse clicks, data on opened pages, the timing of interaction events, or key presses. In the same way when using intelligent tutoring systems in classrooms, learning mathematics or modern languages produce learning activity traces. All this data can be combined to capture each student’s online behaviour. This type of trace data (digital usage and learning activity traces) is often used for learning analytics. Data in student information systems can be further used for resource and course planning and to predict dropout and for guidance.

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A student’s online behaviour can be observed through

- [a] the combination of digital usage traces and learning activity traces
 - [b] their attitudes towards ICT-based social media
 - [c] the amount of in-class learning analytics
 - [d] the amount of time spent on social media
-

Area: ING - Domanda 29 - ID Sorteggio: 7CBE - Rif: 10237

Read the following text. Then, for each question, choose the answer that fits best according to the text

Schools typically process substantial amounts of educational data including personal information about students, parents, staff, management and suppliers. Data collected, used, and processed in education is often referred to as “educational data”. These consist of data recorded in student information systems for

example, educational achievements, parent names, assessment grades, as well as micro-level data generated when digital tools are used. When students interact with digital devices, they generate digital traces such as mouse clicks, data on opened pages, the timing of interaction events, or key presses. In the same way when using intelligent tutoring systems in classrooms, learning mathematics or modern languages produce learning activity traces. All this data can be combined to capture each student's online behaviour. This type of trace data (digital usage and learning activity traces) is often used for learning analytics. Data in student information systems can be further used for resource and course planning and to predict dropout and for guidance.

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Data in student information systems can be used to

- [a] predict potential early school leavers
- [b] involve parents
- [c] compute school statistics
- [d] increase class attendance

Area: ING - Domanda 30 - ID Sorteggio: 7CBE - Rif: 10238

Read the following text. Then, for each question, choose the answer that fits best according to the text

Schools typically process substantial amounts of educational data including personal information about students, parents, staff, management and suppliers. Data collected, used, and processed in education is often referred to as "educational data". These consist of data recorded in student information systems for example, educational achievements, parent names, assessment grades, as well as micro-level data generated when digital tools are used. When students interact with digital devices, they generate digital traces such as mouse clicks, data on opened pages, the timing of interaction events, or key presses. In the same way when using intelligent tutoring systems in classrooms, learning mathematics or modern languages produce learning activity traces. All this data can be combined to capture each student's online behaviour. This type of trace data (digital usage and learning activity traces) is often used for learning analytics. Data in student information systems can be further used for resource and course planning and to predict dropout and for guidance.

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Teachers using AI applications in school should be aware of

- [a] the ethical implications of AI
 - [b] the extensive skills needed to use AI
 - [c] the need to be guided and monitored by AI experts
 - [d] the technical features of AI
-

Area: ING - Domanda 31 - ID Sorteggio: 02DA - Rif: 10239

Read the following text. Then, for each question, choose the answer that fits best according to the text

While the performance gaps and school segregation rates have decreased, educational outcomes remain more inequitable in Bulgaria than internationally, pointing to the inability of the Bulgarian education system to ensure inclusion and correct existing social inequalities. The value that schooling brings to students whose mother tongue is Bulgarian is much higher than that provided to students whose mother tongue is, for example, Turkish or Romani (World Bank, 2019). This is an important challenge, given that around one in seven residents of Bulgaria do not consider themselves ethnic Bulgarians, and are likely to speak another language at home. According to the latest population census in 2011, 84.8% of Bulgarian residents self-identified as Bulgarians; 8.8% identified as Turkish; and 4.9% identified as Romani. The share of children who are not in the formal education system is much larger among ethnic minorities than for among those who identify as Bulgarian. According to the national population census of 2011, 5.6% of Bulgarian children aged 7 to 15 years were not in school in 2011, compared with 23.2% of children of the same age who identify as ethnically Roma, and 11.9% of children identifying as ethnically Turkish (Republic of Bulgaria National Statistical Institute, 2011). The analysis of inequalities between different ethnic groups observed from the student data gathered in formal education settings does not consider those children who are out of school, and therefore does not provide a full picture of educational equity in the country. [...] Socio-economically advantaged students and boys perform better than disadvantaged students and girls.

Adapted from European Commission: Directorate-General for Education, Youth, Sport and Culture, *Successful PISA stories in the EU – How some Member states have been able to improve their performance over time – Final report*, Publications Office of the European Union, 2022:50, <https://data.europa.eu/doi/10.2766/429517>

The Bulgarian education system may be considered

- [a] inequitable
 - [b] equitable
 - [c] impartial
 - [d] reasonable
-

Area: ING - Domanda 32 - ID Sorteggio: 02DA - Rif: 10240

Read the following text. Then, for each question, choose the answer that fits best according to the text

While the performance gaps and school segregation rates have decreased, educational outcomes remain more inequitable in Bulgaria than internationally, pointing to the inability of the Bulgarian education system to ensure inclusion and correct existing social inequalities. The value that schooling brings to students whose mother tongue is Bulgarian is much higher than that provided to students whose mother tongue is, for example, Turkish or Romani (World Bank, 2019). This is an important challenge, given that around one in seven residents of Bulgaria do not consider themselves ethnic Bulgarians, and are likely to speak another language at home. According to the latest population census in 2011, 84.8% of Bulgarian residents self-identified as Bulgarians; 8.8% identified as Turkish; and 4.9% identified as Romani. The share of children who are not in the formal education system is much larger among ethnic minorities than for among those who identify as Bulgarian. According to the national population census of 2011, 5.6% of Bulgarian children aged 7 to 15 years were not in school in 2011, compared with 23.2% of children of the same age who identify as ethnically Roma, and 11.9% of children identifying as ethnically Turkish (Republic of Bulgaria National Statistical Institute, 2011). The analysis of inequalities between different ethnic groups observed from the student data gathered in formal education settings does not consider those children who are out of school, and therefore does not provide a full picture of educational equity in the country. [...] Socio-economically advantaged students and boys perform better than disadvantaged students and girls.

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Schooling gives mother-tongue Bulgarian students

- [a] an advantage
- [b] a bonus
- [c] an offer
- [d] a reward

Area: ING - Domanda 33 - ID Sorteggio: 02DA - Rif: 10241

Read the following text. Then, for each question, choose the answer that fits best according to the text

While the performance gaps and school segregation rates have decreased, educational outcomes remain more inequitable in Bulgaria than internationally, pointing to the inability of the Bulgarian education system to ensure inclusion and correct existing social inequalities. The value that schooling brings to students whose mother tongue is Bulgarian is much higher than that provided to students whose mother tongue is, for example, Turkish or Romani (World Bank, 2019). This is an important challenge, given that around one in seven residents of Bulgaria do not consider themselves ethnic Bulgarians, and are likely to speak another language at home. According to the latest population census in 2011, 84.8% of Bulgarian residents self-identified as Bulgarians; 8.8% identified as Turkish; and 4.9% identified as Romani. The share of children who are not in the formal education system is much larger among ethnic minorities than for among those who identify as Bulgarian. According to the national population census of 2011, 5.6% of Bulgarian children aged 7 to 15 years were not in school in 2011, compared with 23.2% of children of the

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One in seven residents of Bulgaria

[a] are likely to speak another language at home

[b] are out of school

[c] cannot speak Bulgarian

[d] are mother-tongue Bulgarian

Area: ING - Domanda 34 - ID Sorteggio: 02DA - Rif: 10242

Read the following text. Then, for each question, choose the answer that fits best according to the text

While the performance gaps and school segregation rates have decreased, educational outcomes remain more inequitable in Bulgaria than internationally, pointing to the inability of the Bulgarian education system to ensure inclusion and correct existing social inequalities. The value that schooling brings to students whose mother tongue is Bulgarian is much higher than that provided to students whose mother tongue is, for example, Turkish or Romani (World Bank, 2019). This is an important challenge, given that around one in seven residents of Bulgaria do not consider themselves ethnic Bulgarians, and are likely to speak another language at home. According to the latest population census in 2011, 84.8% of Bulgarian residents self-identified as Bulgarians; 8.8% identified as Turkish; and 4.9% identified as Romani. The share of children who are not in the formal education system is much larger among ethnic minorities than for among those who identify as Bulgarian. According to the national population census of 2011, 5.6% of Bulgarian children aged 7 to 15 years were not in school in 2011, compared with 23.2% of children of the same age who identify as ethnically Roma, and 11.9% of children identifying as ethnically Turkish (Republic of Bulgaria National Statistical Institute, 2011). The analysis of inequalities between different ethnic groups observed from the student data gathered in formal education settings does not consider those children who are out of school, and therefore does not provide a full picture of educational equity in the country. [...] Socio-economically advantaged students and boys perform better than disadvantaged students and girls.

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In 2011, the majority of children who were not in the Bulgarian education system were

[a] from ethnic minorities

[b] Bulgarian

[c] orphans

[d] from low social classes

Area: ING - Domanda 35 - ID Sorteggio: 02DA - Rif: 10243

Read the following text. Then, for each question, choose the answer that fits best according to the text

While the performance gaps and school segregation rates have decreased, educational outcomes remain more inequitable in Bulgaria than internationally, pointing to the inability of the Bulgarian education system to ensure inclusion and correct existing social inequalities. The value that schooling brings to students whose mother tongue is Bulgarian is much higher than that provided to students whose mother tongue is, for example, Turkish or Romani (World Bank, 2019). This is an important challenge, given that around one in seven residents of Bulgaria do not consider themselves ethnic Bulgarians, and are likely to speak another language at home. According to the latest population census in 2011, 84.8% of Bulgarian residents self-identified as Bulgarians; 8.8% identified as Turkish; and 4.9% identified as Romani. The share of children who are not in the formal education system is much larger among ethnic minorities than for among those who identify as Bulgarian. According to the national population census of 2011, 5.6% of Bulgarian children aged 7 to 15 years were not in school in 2011, compared with 23.2% of children of the same age who identify as ethnically Roma, and 11.9% of children identifying as ethnically Turkish (Republic of Bulgaria National Statistical Institute, 2011). The analysis of inequalities between different ethnic groups observed from the student data gathered in formal education settings does not consider those children who are out of school, and therefore does not provide a full picture of educational equity in the country. [...] Socio-economically advantaged students and boys perform better than disadvantaged students and girls.

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Which of the following statements is true according to the text?

- [a] Disadvantaged students perform worse than socio-economically advantaged students
 - [b] Disadvantaged students perform better than socio-economically advantaged students
 - [c] Socio-economically advantaged students perform worse than disadvantaged students
 - [d] Girls perform better than boys
-

Area: ING - Domanda 36 - ID Sorteggio: 1608 - Rif: 10244

Read the following text. Then, for each question, choose the answer that fits best according to the text

According to existing studies, the most important factors contributing to high-quality education in Estonia include strong pre-school traditions, well-educated teachers, positive attitudes towards education in society, and a generally well-developed educational landscape (Vukovic, 2018). Estonian policy-makers also focus continuously on the modernisation of the country's education system, and keep learning and improving education policy despite already high results (European Commission, 2019). A strong focus on digitalisation in Estonia has also significantly contributed to improvements in education quality. The country

has implemented various initiatives aimed at facilitating the digitalisation of the education system and improving the digital skills of students and teachers (Hariduse Infotehnoloogia Sihtasutus, n.d.). While the COVID-19 pandemic has highlighted a lack of readiness in education systems across most EU Member States to shift towards digital and distance learning, Estonia managed this transition relatively smoothly and with minimal negative effects, due to the high level of digitalisation of its education system (Vihma, 2020). However, education quality is threatened by a potential future shortage of teachers. Despite the government's efforts to encourage more young people to choose teaching as a profession, in 2018, 49.4% of teachers (from primary to upper-secondary levels) were older than 50 (European Commission, 2020, b). The right to equal opportunities in education was clearly set out in the Republic of Estonia Education Act in 1992, indicating that equity has been an integral part of the Estonian education system for the last 30 years. Indeed, the impact of socio-economic background on the performance of Estonian students is among the lowest in the EU.

Adapted from European Commission: Directorate-General for Education, Youth, Sport and Culture, *Successful PISA stories in the EU – How some Member states have been able to improve their performance over time – Final report*, Publications Office of the European Union, 2022:63, <https://data.europa.eu/doi/10.2766/429517>

Among the factors contributing to Estonia's excellence in education are

- [a] pre-school traditions and well-educated teachers
- [b] early compulsory school attendance and well-educated teachers
- [c] early school start times and young teachers
- [d] pre-school traditions and young teachers

Area: ING - Domanda 37 - ID Sorteggio: 1608 - Rif: 10245

Read the following text. Then, for each question, choose the answer that fits best according to the text

According to existing studies, the most important factors contributing to high-quality education in Estonia include strong pre-school traditions, well-educated teachers, positive attitudes towards education in society, and a generally well-developed educational landscape (Vukovic, 2018). Estonian policy-makers also focus continuously on the modernisation of the country's education system, and keep learning and improving education policy despite already high results (European Commission, 2019). A strong focus on digitalisation in Estonia has also significantly contributed to improvements in education quality. The country has implemented various initiatives aimed at facilitating the digitalisation of the education system and improving the digital skills of students and teachers (Hariduse Infotehnoloogia Sihtasutus, n.d.). While the COVID-19 pandemic has highlighted a lack of readiness in education systems across most EU Member States to shift towards digital and distance learning, Estonia managed this transition relatively smoothly and with minimal negative effects, due to the high level of digitalisation of its education system (Vihma, 2020). However, education quality is threatened by a potential future shortage of teachers. Despite the government's efforts to encourage more young people to choose teaching as a profession, in 2018, 49.4% of teachers (from primary to upper-secondary levels) were older than 50 (European Commission, 2020, b). The right to equal opportunities in education was clearly set out in the Republic of Estonia Education Act in 1992, indicating that equity has been an integral part of the Estonian education system for the last 30 years. Indeed, the impact of socio-economic background on the performance of Estonian students is among the lowest in the EU.

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Policy-making is focused on

- [a] the modernisation of the education system
 - [b] anticipating issues related to the education system
 - [c] increasing the number of teachers
 - [d] reducing teachers' salaries
-

Area: ING - Domanda 38 - ID Sorteggio: 1608 - Rif: 10246

Read the following text. Then, for each question, choose the answer that fits best according to the text

According to existing studies, the most important factors contributing to high-quality education in Estonia include strong pre-school traditions, well-educated teachers, positive attitudes towards education in society, and a generally well-developed educational landscape (Vukovic, 2018). Estonian policy-makers also focus continuously on the modernisation of the country's education system, and keep learning and improving education policy despite already high results (European Commission, 2019). A strong focus on digitalisation in Estonia has also significantly contributed to improvements in education quality. The country has implemented various initiatives aimed at facilitating the digitalisation of the education system and improving the digital skills of students and teachers (Hariduse Infotehnoloogia Sihtasutus, n.d.). While the COVID-19 pandemic has highlighted a lack of readiness in education systems across most EU Member States to shift towards digital and distance learning, Estonia managed this transition relatively smoothly and with minimal negative effects, due to the high level of digitalisation of its education system (Vihma, 2020). However, education quality is threatened by a potential future shortage of teachers. Despite the government's efforts to encourage more young people to choose teaching as a profession, in 2018, 49.4% of teachers (from primary to upper-secondary levels) were older than 50 (European Commission, 2020, b). The right to equal opportunities in education was clearly set out in the Republic of Estonia Education Act in 1992, indicating that equity has been an integral part of the Estonian education system for the last 30 years. Indeed, the impact of socio-economic background on the performance of Estonian students is among the lowest in the EU.

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Education quality has been improved by

- [a] digitalisation
 - [b] lifelong learning
 - [c] collaboration
 - [d] inclusiveness
-

Area: ING - Domanda 39 - ID Sorteggio: 1608 - Rif: 10247

Read the following text. Then, for each question, choose the answer that fits best according to the text

According to existing studies, the most important factors contributing to high-quality education in Estonia include strong pre-school traditions, well-educated teachers, positive attitudes towards education in society, and a generally well-developed educational landscape (Vukovic, 2018). Estonian policy-makers also focus continuously on the modernisation of the country's education system, and keep learning and improving education policy despite already high results (European Commission, 2019). A strong focus on digitalisation in Estonia has also significantly contributed to improvements in education quality. The country has implemented various initiatives aimed at facilitating the digitalisation of the education system and improving the digital skills of students and teachers (Hariduse Infotehnoloogia Sihtasutus, n.d.). While the COVID-19 pandemic has highlighted a lack of readiness in education systems across most EU Member States to shift towards digital and distance learning, Estonia managed this transition relatively smoothly and with minimal negative effects, due to the high level of digitalisation of its education system (Vihma, 2020). However, education quality is threatened by a potential future shortage of teachers. Despite the government's efforts to encourage more young people to choose teaching as a profession, in 2018, 49.4% of teachers (from primary to upper-secondary levels) were older than 50 (European Commission, 2020, b). The right to equal opportunities in education was clearly set out in the Republic of Estonia Education Act in 1992, indicating that equity has been an integral part of the Estonian education system for the last 30 years. Indeed, the impact of socio-economic background on the performance of Estonian students is among the lowest in the EU.

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In the future, education quality might be put at risk by

- [a] a shortage of teachers
- [b] artificial intelligence
- [c] a lack of investment
- [d] student performance

Area: ING - Domanda 40 - ID Sorteggio: 1608 - Rif: 10248

Read the following text. Then, for each question, choose the answer that fits best according to the text

According to existing studies, the most important factors contributing to high-quality education in Estonia include strong pre-school traditions, well-educated teachers, positive attitudes towards education in society, and a generally well-developed educational landscape (Vukovic, 2018). Estonian policy-makers also focus continuously on the modernisation of the country's education system, and keep learning and improving education policy despite already high results (European Commission, 2019). A strong focus on digitalisation in Estonia has also significantly contributed to improvements in education quality. The country has implemented various initiatives aimed at facilitating the digitalisation of the education system and improving the digital skills of students and teachers (Hariduse Infotehnoloogia Sihtasutus, n.d.). While the COVID-19 pandemic has highlighted a lack of readiness in education systems across most EU Member States to shift towards digital and distance learning, Estonia managed this transition relatively smoothly and with minimal negative effects, due to the high level of digitalisation of its education system (Vihma, 2020). However, education quality is threatened by a potential future shortage of teachers. Despite the government's efforts to encourage more young people to choose teaching as a profession, in 2018, 49.4% of teachers (from primary to upper-secondary levels) were older than 50 (European Commission, 2020, b). The right to equal opportunities in education was clearly set out in the Republic of Estonia Education Act in 1992, indicating that equity has been an integral part of the Estonian education system for the last 30

years. Indeed, the impact of socio-economic background on the performance of Estonian students is among the lowest in the EU.

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A core constituent of the Estonian education system is

- [a] equity
- [b] inequality
- [c] integrity
- [d] solidarity

Area: ING - Domanda 41 - ID Sorteggio: 730D - Rif: 10249

Read the following text. Then, for each question, choose the answer that fits best according to the text

Since Latvia regained its independence in 1990s, the country has aimed to improve the quality of its education system. It began by setting up a strong basis for the education system with clear goals and objectives, and later focused on ensuring high quality through, for example, the implementation of quality assurance measures. However, some challenges still remain in the efforts to ensure the quality and equity of education in the country. The quality of education in Latvia is threatened by a lack of qualified teachers and the inefficient use of resources. More specifically, accessible, high-quality professional development programmes are rare and no formal system of support for teachers exists. The teaching profession is also not seen as attractive in Latvia, resulting in a low number of new teachers. (OECD, 2020, c). This poses the risk of a future teacher shortage. However, teacher shortages are already a serious problem for some municipalities and schools (European Commission, 2020, c). Moreover, quality assurance mechanisms are still not fully efficient, as education institutions often lack the capacity to use the data from evaluations and assessments to carry out systematic improvements. Resource allocation and the sharing of responsibility also hinders the quality of education. Local authorities have limited autonomy and capacity to raise income, which negatively affects their ability to address various context-specific challenges. (OECD, 2020, c). School networks in the country are also organised fairly inefficiently due to their large size, and maintenance requires a great deal of resources (European Commission, 2020, c).

Adapted from European Commission: Directorate-General for Education, Youth, Sport and Culture, *Successful PISA stories in the EU – How some Member states have been able to improve their performance over time – Final report*, Publications Office of the European Union, 2022:81-82, <https://data.europa.eu/doi/10.2766/429517>

One of Latvia's priorities is to improve the of its education system

- [a] quality
 - [b] size
 - [c] autonomy
 - [d] structure
-

Area: ING - Domanda 42 - ID Sorteggio: 730D - Rif: 10250

Read the following text. Then, for each question, choose the answer that fits best according to the text

Since Latvia regained its independence in 1990s, the country has aimed to improve the quality of its education system. It began by setting up a strong basis for the education system with clear goals and objectives, and later focused on ensuring high quality through, for example, the implementation of quality assurance measures. However, some challenges still remain in the efforts to ensure the quality and equity of education in the country. The quality of education in Latvia is threatened by a lack of qualified teachers and the inefficient use of resources. More specifically, accessible, high-quality professional development programmes are rare and no formal system of support for teachers exists. The teaching profession is also not seen as attractive in Latvia, resulting in a low number of new teachers. (OECD, 2020, c). This poses the risk of a future teacher shortage. However, teacher shortages are already a serious problem for some municipalities and schools (European Commission, 2020, c). Moreover, quality assurance mechanisms are still not fully efficient, as education institutions often lack the capacity to use the data from evaluations and assessments to carry out systematic improvements. Resource allocation and the sharing of responsibility also hinders the quality of education. Local authorities have limited autonomy and capacity to raise income, which negatively affects their ability to address various context-specific challenges. (OECD, 2020, c). School networks in the country are also organised fairly inefficiently due to their large size, and maintenance requires a great deal of resources (European Commission, 2020, c).

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Some challenges faced by the Latvian education system are

- [a] a lack of qualified teachers and the inefficient use of resources
- [b] a lack of digital devices and teachers' inadequate digital skills
- [c] a lack of available resources and budget constraints
- [d] school safety and a lack of resources

Area: ING - Domanda 43 - ID Sorteggio: 730D - Rif: 10251

Read the following text. Then, for each question, choose the answer that fits best according to the text

Since Latvia regained its independence in 1990s, the country has aimed to improve the quality of its education system. It began by setting up a strong basis for the education system with clear goals and objectives, and later focused on ensuring high quality through, for example, the implementation of quality assurance measures. However, some challenges still remain in the efforts to ensure the quality and equity of education in the country. The quality of education in Latvia is threatened by a lack of qualified teachers and the inefficient use of resources. More specifically, accessible, high-quality professional development programmes are rare and no formal system of support for teachers exists. The teaching profession is also not seen as attractive in Latvia, resulting in a low number of new teachers. (OECD, 2020, c). This poses the risk of a future teacher shortage. However, teacher shortages are already a serious problem for some municipalities and schools (European Commission, 2020, c). Moreover, quality assurance mechanisms are still not fully efficient, as education institutions often lack the capacity to use the data from evaluations and assessments to carry out systematic improvements. Resource allocation and the sharing of responsibility

also hinders the quality of education. Local authorities have limited autonomy and capacity to raise income, which negatively affects their ability to address various context-specific challenges. (OECD, 2020, c). School networks in the country are also organised fairly inefficiently due to their large size, and maintenance requires a great deal of resources (European Commission, 2020, c).

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The teaching profession is considered

- [a] unattractive
 - [b] attractive
 - [c] interesting
 - [d] engaging
-

Area: ING - Domanda 44 - ID Sorteggio: 730D - Rif: 10252

Read the following text. Then, for each question, choose the answer that fits best according to the text

Since Latvia regained its independence in 1990s, the country has aimed to improve the quality of its education system. It began by setting up a strong basis for the education system with clear goals and objectives, and later focused on ensuring high quality through, for example, the implementation of quality assurance measures. However, some challenges still remain in the efforts to ensure the quality and equity of education in the country. The quality of education in Latvia is threatened by a lack of qualified teachers and the inefficient use of resources. More specifically, accessible, high-quality professional development programmes are rare and no formal system of support for teachers exists. The teaching profession is also not seen as attractive in Latvia, resulting in a low number of new teachers. (OECD, 2020, c). This poses the risk of a future teacher shortage. However, teacher shortages are already a serious problem for some municipalities and schools (European Commission, 2020, c). Moreover, quality assurance mechanisms are still not fully efficient, as education institutions often lack the capacity to use the data from evaluations and assessments to carry out systematic improvements. Resource allocation and the sharing of responsibility also hinders the quality of education. Local authorities have limited autonomy and capacity to raise income, which negatively affects their ability to address various context-specific challenges. (OECD, 2020, c). School networks in the country are also organised fairly inefficiently due to their large size, and maintenance requires a great deal of resources (European Commission, 2020, c).

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Quality assurance mechanisms are

- [a] not fully efficient
 - [b] efficient
 - [c] obsolete
 - [d] expensive
-

Area: ING - Domanda 45 - ID Sorteggio: 730D - Rif: 10253

Read the following text. Then, for each question, choose the answer that fits best according to the text

Since Latvia regained its independence in 1990s, the country has aimed to improve the quality of its education system. It began by setting up a strong basis for the education system with clear goals and objectives, and later focused on ensuring high quality through, for example, the implementation of quality assurance measures. However, some challenges still remain in the efforts to ensure the quality and equity of education in the country. The quality of education in Latvia is threatened by a lack of qualified teachers and the inefficient use of resources. More specifically, accessible, high-quality professional development programmes are rare and no formal system of support for teachers exists. The teaching profession is also not seen as attractive in Latvia, resulting in a low number of new teachers. (OECD, 2020, c). This poses the risk of a future teacher shortage. However, teacher shortages are already a serious problem for some municipalities and schools (European Commission, 2020, c). Moreover, quality assurance mechanisms are still not fully efficient, as education institutions often lack the capacity to use the data from evaluations and assessments to carry out systematic improvements. Resource allocation and the sharing of responsibility also hinders the quality of education. Local authorities have limited autonomy and capacity to raise income, which negatively affects their ability to address various context-specific challenges. (OECD, 2020, c). School networks in the country are also organised fairly inefficiently due to their large size, and maintenance requires a great deal of resources (European Commission, 2020, c).

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Local authorities have

- [a] to face external limitations when addressing challenges
- [b] no capacity to address challenges
- [c] autonomy but no resources available
- [d] no responsibility in the use of resources

Area: ING - Domanda 46 - ID Sorteggio: 6ED6 - Rif: 10254

Read the following text. Then, for each question, choose the answer that fits best according to the text

The education reform of 1999 [in Poland] focused on several important aspects of the education system. It changed its structure, introducing a new curriculum and assessment system, and focused on ensuring higher competences among teachers. In general, the goals of the school reform were to improve teaching quality and increase educational opportunities. These goals were achieved to some extent. Increased teacher autonomy and the introduction of the core curriculum helped to increase efficiency and transparency in the education system. Under the new system, students followed the same curriculum for a longer period of time and were streamed into different tracks later, and thus it was easier to ensure that all students received the same quality basic education and had same opportunities to succeed academically. Increased autonomy for teachers also allowed them to better adapt their teaching methods to the needs of their students. Moreover, in the system introduced, students had to change school when progressing to

lower-secondary education (starting middle school). This meant it could be ensured that middle-school teachers were less biased towards the students, whom they did not know, and would thus treat all students in the same way. According to the national stakeholders, the changes in the education system's structure also helped to increase the motivation of teachers, which further contributed to better-quality teaching. Working in new middle schools was seen as a promotion that motivated all teachers to improve the quality of their teaching. The reform increased access to tertiary education and improved inclusion by ensuring more equal opportunities (Wojniak & Majorek, 2018).

Adapted from European Commission: Directorate-General for Education, Youth, Sport and Culture, *Successful PISA stories in the EU – How some Member states have been able to improve their performance over time – Final report*, Publications Office of the European Union, 2022:105, <https://data.europa.eu/doi/10.2766/429517>

The education reform of 1999 also aimed to

- [a] improve teachers' competences
- [b] introduce digitalisation
- [c] reduce the early school leaving rate
- [d] introduce national standardised tests

Area: ING - Domanda 47 - ID Sorteggio: 6ED6 - Rif: 10255

Read the following text. Then, for each question, choose the answer that fits best according to the text

The education reform of 1999 [in Poland] focused on several important aspects of the education system. It changed its structure, introducing a new curriculum and assessment system, and focused on ensuring higher competences among teachers. In general, the goals of the school reform were to improve teaching quality and increase educational opportunities. These goals were achieved to some extent. Increased teacher autonomy and the introduction of the core curriculum helped to increase efficiency and transparency in the education system. Under the new system, students followed the same curriculum for a longer period of time and were streamed into different tracks later, and thus it was easier to ensure that all students received the same quality basic education and had same opportunities to succeed academically. Increased autonomy for teachers also allowed them to better adapt their teaching methods to the needs of their students. Moreover, in the system introduced, students had to change school when progressing to lower-secondary education (starting middle school). This meant it could be ensured that middle-school teachers were less biased towards the students, whom they did not know, and would thus treat all students in the same way. According to the national stakeholders, the changes in the education system's structure also helped to increase the motivation of teachers, which further contributed to better-quality teaching. Working in new middle schools was seen as a promotion that motivated all teachers to improve the quality of their teaching. The reform increased access to tertiary education and improved inclusion by ensuring more equal opportunities (Wojniak & Majorek, 2018).

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Under the new system

- [a] students were tracked later than before
- [b] students were tracked earlier than before
- [c] segregation increased

[d] vocational schools were created

Area: ING - Domanda 48 - ID Sorteggio: 6ED6 - Rif: 10256

Read the following text. Then, for each question, choose the answer that fits best according to the text

The education reform of 1999 [in Poland] focused on several important aspects of the education system. It changed its structure, introducing a new curriculum and assessment system, and focused on ensuring higher competences among teachers. In general, the goals of the school reform were to improve teaching quality and increase educational opportunities. These goals were achieved to some extent. Increased teacher autonomy and the introduction of the core curriculum helped to increase efficiency and transparency in the education system. Under the new system, students followed the same curriculum for a longer period of time and were streamed into different tracks later, and thus it was easier to ensure that all students received the same quality basic education and had same opportunities to succeed academically. Increased autonomy for teachers also allowed them to better adapt their teaching methods to the needs of their students. Moreover, in the system introduced, students had to change school when progressing to lower-secondary education (starting middle school). This meant it could be ensured that middle-school teachers were less biased towards the students, whom they did not know, and would thus treat all students in the same way. According to the national stakeholders, the changes in the education system's structure also helped to increase the motivation of teachers, which further contributed to better-quality teaching. Working in new middle schools was seen as a promotion that motivated all teachers to improve the quality of their teaching. The reform increased access to tertiary education and improved inclusion by ensuring more equal opportunities (Wojniak & Majorek, 2018).

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With the education reform, teachers' autonomy

- [a] increased
 - [b] declined
 - [c] was limited
 - [d] was centralised
-

Area: ING - Domanda 49 - ID Sorteggio: 6ED6 - Rif: 10257

Read the following text. Then, for each question, choose the answer that fits best according to the text

The education reform of 1999 [in Poland] focused on several important aspects of the education system. It changed its structure, introducing a new curriculum and assessment system, and focused on ensuring higher competences among teachers. In general, the goals of the school reform were to improve teaching quality and increase educational opportunities. These goals were achieved to some extent. Increased teacher autonomy and the introduction of the core curriculum helped to increase efficiency and

transparency in the education system. Under the new system, students followed the same curriculum for a longer period of time and were streamed into different tracks later, and thus it was easier to ensure that all students received the same quality basic education and had same opportunities to succeed academically. Increased autonomy for teachers also allowed them to better adapt their teaching methods to the needs of their students. Moreover, in the system introduced, students had to change school when progressing to lower-secondary education (starting middle school). This meant it could be ensured that middle-school teachers were less biased towards the students, whom they did not know, and would thus treat all students in the same way. According to the national stakeholders, the changes in the education system's structure also helped to increase the motivation of teachers, which further contributed to better-quality teaching. Working in new middle schools was seen as a promotion that motivated all teachers to improve the quality of their teaching. The reform increased access to tertiary education and improved inclusion by ensuring more equal opportunities (Wojniak & Majorek, 2018).

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When progressing to lower secondary education, students

- [a] changed school and teachers
- [b] were treated unequally
- [c] were sent to special schools
- [d] could remain at the same schools

Area: ING - Domanda 50 - ID Sorteggio: 6ED6 - Rif: 10258

Read the following text. Then, for each question, choose the answer that fits best according to the text

The education reform of 1999 [in Poland] focused on several important aspects of the education system. It changed its structure, introducing a new curriculum and assessment system, and focused on ensuring higher competences among teachers. In general, the goals of the school reform were to improve teaching quality and increase educational opportunities. These goals were achieved to some extent. Increased teacher autonomy and the introduction of the core curriculum helped to increase efficiency and transparency in the education system. Under the new system, students followed the same curriculum for a longer period of time and were streamed into different tracks later, and thus it was easier to ensure that all students received the same quality basic education and had same opportunities to succeed academically. Increased autonomy for teachers also allowed them to better adapt their teaching methods to the needs of their students. Moreover, in the system introduced, students had to change school when progressing to lower-secondary education (starting middle school). This meant it could be ensured that middle-school teachers were less biased towards the students, whom they did not know, and would thus treat all students in the same way. According to the national stakeholders, the changes in the education system's structure also helped to increase the motivation of teachers, which further contributed to better-quality teaching. Working in new middle schools was seen as a promotion that motivated all teachers to improve the quality of their teaching. The reform increased access to tertiary education and improved inclusion by ensuring more equal opportunities (Wojniak & Majorek, 2018).

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Working in the new lower secondary schools, was for teachers

- [a] motivating
 - [b] difficult
 - [c] demanding
 - [d] challenging
-

Area: ING - Domanda 51 - ID Sorteggio: 7BC8 - Rif: 10259

Read the following text. Then, for each question, choose the answer that fits best according to the text

The basic skills of 15-year-olds in Portugal are comparable with the EU average. However, Portugal is one of only a few countries in which clear, positive improvements in the academic performance of students in reading, mathematics and science can be observed (European Commission, 2020, e). This indicates the efforts policy-makers in Portugal have made to ensure the greater academic success of the country's students. According to the national stakeholders consulted, improvements in the quality and equity of the Portuguese education system stem from the gradually increasing importance of school autonomy, continuity between different education policy measures, and the willingness and motivation of the schools and teachers to implement the necessary changes. It can be argued that participation in PISA has triggered these changes in the Portuguese education system. Portugal's low results in PISA in 2000 in all three domains fuelled a discussion about the Portuguese education system (Crato, 2020) and the PISA results were used to legitimise and promote some controversial reforms. These include curriculum reforms in Portuguese, mathematics and natural sciences (Marôco, 2021); the introduction of high-stakes exams; and changes in conditions for teachers (Afonso & Costa, 2009). The changes that were implemented in response to the PISA results focus on quantifiable results, and may not necessarily consider the overall quality of the education system in a holistic manner. Still, it is evident from Portugal's PISA performance [...] that the changes have helped Portugal to achieve its goal of increasing the mean academic performance of its students. More recent reforms have focused on a more holistic approach to education in an attempt to improve achievement. Such recent reforms include an increase in the length of compulsory education, and a recent curricular reform focusing on innovative pedagogical approaches and greater school autonomy (OECD, 2020, f).

Adapted from European Commission: Directorate-General for Education, Youth, Sport and Culture, *Successful PISA stories in the EU – How some Member states have been able to improve their performance over time – Final report*, Publications Office of the European Union, 2022:109-110, <https://data.europa.eu/doi/10.2766/429517>

Portugal has made improvements in the academic performance of students in

- [a] reading, mathematics and science
 - [b] reading, Spanish and mathematics
 - [c] mathematics, English and science
 - [d] reading, French and English
-

Area: ING - Domanda 52 - ID Sorteggio: 7BC8 - Rif: 10260

Read the following text. Then, for each question, choose the answer that fits best according to the text

The basic skills of 15-year-olds in Portugal are comparable with the EU average. However, Portugal is one of only a few countries in which clear, positive improvements in the academic performance of students in reading, mathematics and science can be observed (European Commission, 2020, e). This indicates the efforts policy-makers in Portugal have made to ensure the greater academic success of the country's students. According to the national stakeholders consulted, improvements in the quality and equity of the Portuguese education system stem from the gradually increasing importance of school autonomy, continuity between different education policy measures, and the willingness and motivation of the schools and teachers to implement the necessary changes. It can be argued that participation in PISA has triggered these changes in the Portuguese education system. Portugal's low results in PISA in 2000 in all three domains fuelled a discussion about the Portuguese education system (Crato, 2020) and the PISA results were used to legitimise and promote some controversial reforms. These include curriculum reforms in Portuguese, mathematics and natural sciences (Marôco, 2021); the introduction of high-stakes exams; and changes in conditions for teachers (Afonso & Costa, 2009). The changes that were implemented in response to the PISA results focus on quantifiable results, and may not necessarily consider the overall quality of the education system in a holistic manner. Still, it is evident from Portugal's PISA performance [...] that the changes have helped Portugal to achieve its goal of increasing the mean academic performance of its students. More recent reforms have focused on a more holistic approach to education in an attempt to improve achievement. Such recent reforms include an increase in the length of compulsory education, and a recent curricular reform focusing on innovative pedagogical approaches and greater school autonomy (OECD, 2020, f).

Adapted from European Commission: Directorate-General for Education, Youth, Sport and Culture, *Successful PISA stories in the EU – How some Member states have been able to improve their performance over time – Final report*, Publications Office of the European Union, 2022:109-110, <https://data.europa.eu/doi/10.2766/429517>

Discussions about PISA results

[a] contributed to promoting some school reforms in the country

[b] blocked school reforms of the country

[c] increased teachers' salaries

[d] have led to protests in the country

Area: ING - Domanda 53 - ID Sorteggio: 7BC8 - Rif: 10261

Read the following text. Then, for each question, choose the answer that fits best according to the text

The basic skills of 15-year-olds in Portugal are comparable with the EU average. However, Portugal is one of only a few countries in which clear, positive improvements in the academic performance of students in reading, mathematics and science can be observed (European Commission, 2020, e). This indicates the efforts policy-makers in Portugal have made to ensure the greater academic success of the country's students. According to the national stakeholders consulted, improvements in the quality and equity of the Portuguese education system stem from the gradually increasing importance of school autonomy, continuity between different education policy measures, and the willingness and motivation of the schools and teachers to implement the necessary changes. It can be argued that participation in PISA has triggered these changes in the Portuguese education system. Portugal's low results in PISA in 2000 in all three domains fuelled a discussion about the Portuguese education system (Crato, 2020) and the PISA results were used to legitimise and promote some controversial reforms. These include curriculum reforms in Portuguese, mathematics and natural sciences (Marôco, 2021); the introduction of high-stakes exams; and changes in conditions for teachers (Afonso & Costa, 2009). The changes that were implemented in response to the PISA results focus on quantifiable results, and may not necessarily consider the overall quality of the education system in a holistic manner. Still, it is evident from Portugal's PISA performance

[...] that the changes have helped Portugal to achieve its goal of increasing the mean academic performance of its students. More recent reforms have focused on a more holistic approach to education in an attempt to improve achievement. Such recent reforms include an increase in the length of compulsory education, and a recent curricular reform focusing on innovative pedagogical approaches and greater school autonomy (OECD, 2020, f).

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One of the reforms introduced concerned

- [a] the curricula of Portuguese, mathematics and natural sciences
- [b] initial teacher training
- [c] teacher professional development
- [d] the duration of mandatory education

Area: ING - Domanda 54 - ID Sorteggio: 7BC8 - Rif: 10262

Read the following text. Then, for each question, choose the answer that fits best according to the text

The basic skills of 15-year-olds in Portugal are comparable with the EU average. However, Portugal is one of only a few countries in which clear, positive improvements in the academic performance of students in reading, mathematics and science can be observed (European Commission, 2020, e). This indicates the efforts policy-makers in Portugal have made to ensure the greater academic success of the country's students. According to the national stakeholders consulted, improvements in the quality and equity of the Portuguese education system stem from the gradually increasing importance of school autonomy, continuity between different education policy measures, and the willingness and motivation of the schools and teachers to implement the necessary changes. It can be argued that participation in PISA has triggered these changes in the Portuguese education system. Portugal's low results in PISA in 2000 in all three domains fuelled a discussion about the Portuguese education system (Crato, 2020) and the PISA results were used to legitimise and promote some controversial reforms. These include curriculum reforms in Portuguese, mathematics and natural sciences (Marôco, 2021); the introduction of high-stakes exams; and changes in conditions for teachers (Afonso & Costa, 2009). The changes that were implemented in response to the PISA results focus on quantifiable results, and may not necessarily consider the overall quality of the education system in a holistic manner. Still, it is evident from Portugal's PISA performance [...] that the changes have helped Portugal to achieve its goal of increasing the mean academic performance of its students. More recent reforms have focused on a more holistic approach to education in an attempt to improve achievement. Such recent reforms include an increase in the length of compulsory education, and a recent curricular reform focusing on innovative pedagogical approaches and greater school autonomy (OECD, 2020, f).

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The changes in the education system have contributed to

- [a] improving Portugal's PISA performance
- [b] motivating students

[c] making PISA tests more well-accepted

[d] increasing the number of students participating in PISA

Area: ING - Domanda 55 - ID Sorteggio: 7BC8 - Rif: 10263

Read the following text. Then, for each question, choose the answer that fits best according to the text

The basic skills of 15-year-olds in Portugal are comparable with the EU average. However, Portugal is one of only a few countries in which clear, positive improvements in the academic performance of students in reading, mathematics and science can be observed (European Commission, 2020, e). This indicates the efforts policy-makers in Portugal have made to ensure the greater academic success of the country's students. According to the national stakeholders consulted, improvements in the quality and equity of the Portuguese education system stem from the gradually increasing importance of school autonomy, continuity between different education policy measures, and the willingness and motivation of the schools and teachers to implement the necessary changes. It can be argued that participation in PISA has triggered these changes in the Portuguese education system. Portugal's low results in PISA in 2000 in all three domains fuelled a discussion about the Portuguese education system (Crato, 2020) and the PISA results were used to legitimise and promote some controversial reforms. These include curriculum reforms in Portuguese, mathematics and natural sciences (Marôco, 2021); the introduction of high-stakes exams; and changes in conditions for teachers (Afonso & Costa, 2009). The changes that were implemented in response to the PISA results focus on quantifiable results, and may not necessarily consider the overall quality of the education system in a holistic manner. Still, it is evident from Portugal's PISA performance [...] that the changes have helped Portugal to achieve its goal of increasing the mean academic performance of its students. More recent reforms have focused on a more holistic approach to education in an attempt to improve achievement. Such recent reforms include an increase in the length of compulsory education, and a recent curricular reform focusing on innovative pedagogical approaches and greater school autonomy (OECD, 2020, f).

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More recent reforms have been more

[a] holistic

[b] integrated

[c] defined

[d] traditional

Area: ING - Domanda 56 - ID Sorteggio: 1C0D - Rif: 10264

Read the following text. Then, for each question, choose the answer that fits best according to the text

In relation to the quality of education, policy-makers have focused on modernising the education system by introducing innovative pedagogies and educational measures. The national curriculum for basic schools and general upper-secondary schools focuses on the introduction of key competences. This has been achieved through amendments to the national curriculum and the implementation of various initiatives such as the Opening up Slovenia initiative, which focuses on introducing innovative open learning approaches. Changes to the Basic School Act also focused on providing greater autonomy to schools so that they could choose for themselves the best pedagogical approaches and ensure higher efficiency in their work (OECD, 2016, a). It is also important to note that a lot of state effort has been put into improving the quality of the VET (Vocational Education and Training) system. The proportion of students in the VET track in Slovenia is exceptionally high, which means that improvements in the VET system are especially important for the overall quality of the Slovenian education system, and can contribute significantly to improvements of the academic performance of students. However, the quality of education is threatened by a lack of new teachers. Only a small proportion of teachers in Slovenia are newly trained and young. In 2018, only 3.9% of all teachers were new teachers (compared to an EU-27 average of 11.6%), and only 6.4% were younger than 30 (compared to an EU average of 7.4%) (European Commission, 2020, f). The risk of a future shortage of teachers is especially marked in STEM subjects. It is estimated that by 2030, 56% of all STEM teachers currently working will have retired. It is unlikely that these teachers will be replaced by new teachers, as enrolment in STEM teaching programmes has decreased by 80% over the past 15 years.

Adapted from European Commission: Directorate-General for Education, Youth, Sport and Culture, *Successful PISA stories in the EU – How some Member states have been able to improve their performance over time – Final report*, Publications Office of the European Union, 2022:134, <https://data.europa.eu/doi/10.2766/429517>

The national curriculum for basic schools and general upper secondary schools is focused on

[a] key competences

[b] knowledge

[c] learning objectives

[d] practical skills

Area: ING - Domanda 57 - ID Sorteggio: 1C0D - Rif: 10265

Read the following text. Then, for each question, choose the answer that fits best according to the text

In relation to the quality of education, policy-makers have focused on modernising the education system by introducing innovative pedagogies and educational measures. The national curriculum for basic schools and general upper-secondary schools focuses on the introduction of key competences. This has been achieved through amendments to the national curriculum and the implementation of various initiatives such as the Opening up Slovenia initiative, which focuses on introducing innovative open learning approaches. Changes to the Basic School Act also focused on providing greater autonomy to schools so that they could choose for themselves the best pedagogical approaches and ensure higher efficiency in their work (OECD, 2016, a). It is also important to note that a lot of state effort has been put into improving the quality of the VET (Vocational Education and Training) system. The proportion of students in the VET track in Slovenia is exceptionally high, which means that improvements in the VET system are especially important for the overall quality of the Slovenian education system, and can contribute significantly to improvements of the academic performance of students. However, the quality of education is threatened by a lack of new teachers. Only a small proportion of teachers in Slovenia are newly trained and young. In 2018, only 3.9% of all teachers were new teachers (compared to an EU-27 average of 11.6%), and only 6.4% were younger than 30 (compared to an EU average of 7.4%) (European Commission, 2020, f). The risk of a future shortage of teachers is especially marked in STEM subjects. It is estimated that by 2030, 56% of all STEM teachers currently working will have retired. It is unlikely that these teachers will be replaced by new teachers, as enrolment in STEM teaching programmes has decreased by 80% over the past 15 years.

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Through greater autonomy, schools could choose

- [a] the most appropriate pedagogical approaches
 - [b] their teachers
 - [c] their school leaders
 - [d] which curriculum to implement
-

Area: ING - Domanda 58 - ID Sorteggio: 1C0D - Rif: 10266

Read the following text. Then, for each question, choose the answer that fits best according to the text

In relation to the quality of education, policy-makers have focused on modernising the education system by introducing innovative pedagogies and educational measures. The national curriculum for basic schools and general upper-secondary schools focuses on the introduction of key competences. This has been achieved through amendments to the national curriculum and the implementation of various initiatives such as the Opening up Slovenia initiative, which focuses on introducing innovative open learning approaches. Changes to the Basic School Act also focused on providing greater autonomy to schools so that they could choose for themselves the best pedagogical approaches and ensure higher efficiency in their work (OECD, 2016, a). It is also important to note that a lot of state effort has been put into improving the quality of the VET (Vocational Education and Training) system. The proportion of students in the VET track in Slovenia is exceptionally high, which means that improvements in the VET system are especially important for the overall quality of the Slovenian education system, and can contribute significantly to improvements of the academic performance of students. However, the quality of education is threatened by a lack of new teachers. Only a small proportion of teachers in Slovenia are newly trained and young. In 2018, only 3.9% of all teachers were new teachers (compared to an EU-27 average of 11.6%), and only 6.4% were younger than 30 (compared to an EU average of 7.4%) (European Commission, 2020, f). The risk of a future shortage of teachers is especially marked in STEM subjects. It is estimated that by 2030, 56% of all STEM teachers currently working will have retired. It is unlikely that these teachers will be replaced by new teachers, as enrolment in STEM teaching programmes has decreased by 80% over the past 15 years.

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Which of the following statements is true according to the text?

- [a] VET has a high number of students
 - [b] A system of early tracking is in place for VET students
 - [c] VET is free of cost for students
 - [d] VET is addressed to weak students
-

Area: ING - Domanda 59 - ID Sorteggio: 1C0D - Rif: 10267

Read the following text. Then, for each question, choose the answer that fits best according to the text

In relation to the quality of education, policy-makers have focused on modernising the education system by introducing innovative pedagogies and educational measures. The national curriculum for basic schools and general upper-secondary schools focuses on the introduction of key competences. This has been achieved through amendments to the national curriculum and the implementation of various initiatives such as the Opening up Slovenia initiative, which focuses on introducing innovative open learning approaches. Changes to the Basic School Act also focused on providing greater autonomy to schools so that they could choose for themselves the best pedagogical approaches and ensure higher efficiency in their work (OECD, 2016, a). It is also important to note that a lot of state effort has been put into improving the quality of the VET (Vocational Education and Training) system. The proportion of students in the VET track in Slovenia is exceptionally high, which means that improvements in the VET system are especially important for the overall quality of the Slovenian education system, and can contribute significantly to improvements of the academic performance of students. However, the quality of education is threatened by a lack of new teachers. Only a small proportion of teachers in Slovenia are newly trained and young. In 2018, only 3.9% of all teachers were new teachers (compared to an EU-27 average of 11.6%), and only 6.4% were younger than 30 (compared to an EU average of 7.4%) (European Commission, 2020, f). The risk of a future shortage of teachers is especially marked in STEM subjects. It is estimated that by 2030, 56% of all STEM teachers currently working will have retired. It is unlikely that these teachers will be replaced by new teachers, as enrolment in STEM teaching programmes has decreased by 80% over the past 15 years.

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The quality of education is at risk because of

- [a] a lack of new teachers
- [b] teachers' early retirement
- [c] a lack of Slovenian teachers
- [d] a lack of trained teachers

Area: ING - Domanda 60 - ID Sorteggio: 1C0D - Rif: 10268

Read the following text. Then, for each question, choose the answer that fits best according to the text

In relation to the quality of education, policy-makers have focused on modernising the education system by introducing innovative pedagogies and educational measures. The national curriculum for basic schools and general upper-secondary schools focuses on the introduction of key competences. This has been achieved through amendments to the national curriculum and the implementation of various initiatives such as the Opening up Slovenia initiative, which focuses on introducing innovative open learning approaches. Changes to the Basic School Act also focused on providing greater autonomy to schools so that they could choose for themselves the best pedagogical approaches and ensure higher efficiency in their work (OECD, 2016, a). It is also important to note that a lot of state effort has been put into improving the quality of the VET (Vocational Education and Training) system. The proportion of students in the VET track in Slovenia is exceptionally high, which means that improvements in the VET system are especially important for the

overall quality of the Slovenian education system, and can contribute significantly to improvements of the academic performance of students. However, the quality of education is threatened by a lack of new teachers. Only a small proportion of teachers in Slovenia are newly trained and young. In 2018, only 3.9% of all teachers were new teachers (compared to an EU-27 average of 11.6%), and only 6.4% were younger than 30 (compared to an EU average of 7.4%) (European Commission, 2020, f). The risk of a future shortage of teachers is especially marked in STEM subjects. It is estimated that by 2030, 56% of all STEM teachers currently working will have retired. It is unlikely that these teachers will be replaced by new teachers, as enrolment in STEM teaching programmes has decreased by 80% over the past 15 years.

Adapted from European Commission: Directorate-General for Education, Youth, Sport and Culture, *Successful PISA stories in the EU – How some Member states have been able to improve their performance over time – Final report*, Publications Office of the European Union, 2022:134, <https://data.europa.eu/doi/10.2766/429517>

The future shortage of teachers is more likely to be in

- [a] STEM subjects
- [b] language subjects
- [c] art and music
- [d] humanities subjects

Area: ING - Domanda 61 - ID Sorteggio: C55C - Rif: 10269

Read the following text. Then, for each question, choose the answer that fits best according to the text

Overall, this report highlights a number of positive developments in embedding learning for sustainability in school education in Europe. Sustainability is included in the curricula of all European countries, and related competences are integrated across several or all subject areas. A detailed analysis of the take-up of seven sustainability competences shows that these competences are relatively well represented in European curricula. In this rapidly evolving area, ongoing curricular reforms aim to provide a deeper focus on learning for sustainability by embedding sustainability competences more extensively and in greater detail across the whole curriculum.

However, the report also demonstrates that targeted support, guidance and training opportunities for teachers and school leaders could be reinforced. Regulations and guidelines for education programmes for prospective teachers include sustainability-related competences or learning objectives in less than half of the education systems. Support for the professional development of in-service teachers and school heads is more common, although participation in training is rarely mandatory.

While the majority of European education systems provide guidance for schools to enable them to develop whole-school approaches to sustainability, financial and non-financial support for specific school activities is less common. There is still plenty of room to increase financial support to schools, to enable them to invest in infrastructure that can be used in learning for sustainability or to fund regular school activities related to sustainability, such as field trips.

This report refers to numerous examples of valuable financial and nonfinancial aid for school-based initiatives and actions. However, such aid may not be available to every school and, in some cases, projects promoting sustainability education may depend on the initiative of individual teachers or school leaders. Finally, the analysis also shows that less than a third of all education systems have established specific criteria related to sustainability in either external or internal school evaluations.

From European Commission: European Education and Culture Executive Agency, *Learning for sustainability in Europe – Building competences and supporting teachers and schools – Eurydice report*,

Sustainability competences are the curricula of all European countries

- [a] present in
 - [b] missing from
 - [c] deleted from
 - [d] replaced in
-

Area: ING - Domanda 62 - ID Sorteggio: C55C - Rif: 10270

Read the following text. Then, for each question, choose the answer that fits best according to the text

Overall, this report highlights a number of positive developments in embedding learning for sustainability in school education in Europe. Sustainability is included in the curricula of all European countries, and related competences are integrated across several or all subject areas. A detailed analysis of the take-up of seven sustainability competences shows that these competences are relatively well represented in European curricula. In this rapidly evolving area, ongoing curricular reforms aim to provide a deeper focus on learning for sustainability by embedding sustainability competences more extensively and in greater detail across the whole curriculum.

However, the report also demonstrates that targeted support, guidance and training opportunities for teachers and school leaders could be reinforced. Regulations and guidelines for education programmes for prospective teachers include sustainability-related competences or learning objectives in less than half of the education systems. Support for the professional development of in-service teachers and school heads is more common, although participation in training is rarely mandatory.

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From European Commission: European Education and Culture Executive Agency, *Learning for sustainability in Europe – Building competences and supporting teachers and schools – Eurydice report*, Publications Office of the European Union, 2024, p. 16, <https://data.europa.eu/doi/10.2797/81397>

The report shows that focused support, advice, and training for teachers and school leaders should be

- [a] offered
 - [b] reduced
 - [c] forgotten
 - [d] ignored
-

Area: ING - Domanda 63 - ID Sorteggio: C55C - Rif: 10271

Read the following text. Then, for each question, choose the answer that fits best according to the text

Overall, this report highlights a number of positive developments in embedding learning for sustainability in school education in Europe. Sustainability is included in the curricula of all European countries, and related competences are integrated across several or all subject areas. A detailed analysis of the take-up of seven sustainability competences shows that these competences are relatively well represented in European curricula. In this rapidly evolving area, ongoing curricular reforms aim to provide a deeper focus on learning for sustainability by embedding sustainability competences more extensively and in greater detail across the whole curriculum.

However, the report also demonstrates that targeted support, guidance and training opportunities for teachers and school leaders could be reinforced. Regulations and guidelines for education programmes for prospective teachers include sustainability-related competences or learning objectives in less than half of the education systems. Support for the professional development of in-service teachers and school heads is more common, although participation in training is rarely mandatory.

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Mandatory participation in in-service training is rarely

- [a] required
- [b] planned
- [c] drafted
- [d] predicted

Area: ING - Domanda 64 - ID Sorteggio: C55C - Rif: 10272

Read the following text. Then, for each question, choose the answer that fits best according to the text

Overall, this report highlights a number of positive developments in embedding learning for sustainability in school education in Europe. Sustainability is included in the curricula of all European countries, and related competences are integrated across several or all subject areas. A detailed analysis of the take-up of seven sustainability competences shows that these competences are relatively well represented in European

curricula. In this rapidly evolving area, ongoing curricular reforms aim to provide a deeper focus on learning for sustainability by embedding sustainability competences more extensively and in greater detail across the whole curriculum.

However, the report also demonstrates that targeted support, guidance and training opportunities for teachers and school leaders could be reinforced. Regulations and guidelines for education programmes for prospective teachers include sustainability-related competences or learning objectives in less than half of the education systems. Support for the professional development of in-service teachers and school heads is more common, although participation in training is rarely mandatory.

While the majority of European education systems provide guidance for schools to enable them to develop whole-school approaches to sustainability, financial and non-financial support for specific school activities is less common. There is still plenty of room to increase financial support to schools, to enable them to invest in infrastructure that can be used in learning for sustainability or to fund regular school activities related to sustainability, such as field trips.

This report refers to numerous examples of valuable financial and nonfinancial aid for school-based initiatives and actions. However, such aid may not be available to every school and, in some cases, projects promoting sustainability education may depend on the initiative of individual teachers or school leaders. Finally, the analysis also shows that less than a third of all education systems have established specific criteria related to sustainability in either external or internal school evaluations.

From European Commission: European Education and Culture Executive Agency, *Learning for sustainability in Europe – Building competences and supporting teachers and schools – Eurydice report*, Publications Office of the European Union, 2024, p. 16, <https://data.europa.eu/doi/10.2797/81397>

Most European education systems offer support to schools so they can

- [a] develop whole-school approaches to sustainability
- [b] support whole-school barriers to sustainability
- [c] develop selected approaches to sustainability
- [d] create selected strategies to avoid sustainability

Area: ING - Domanda 65 - ID Sorteggio: C55C - Rif: 10273

Read the following text. Then, for each question, choose the answer that fits best according to the text

Overall, this report highlights a number of positive developments in embedding learning for sustainability in school education in Europe. Sustainability is included in the curricula of all European countries, and related competences are integrated across several or all subject areas. A detailed analysis of the take-up of seven sustainability competences shows that these competences are relatively well represented in European curricula. In this rapidly evolving area, ongoing curricular reforms aim to provide a deeper focus on learning for sustainability by embedding sustainability competences more extensively and in greater detail across the whole curriculum.

However, the report also demonstrates that targeted support, guidance and training opportunities for teachers and school leaders could be reinforced. Regulations and guidelines for education programmes for prospective teachers include sustainability-related competences or learning objectives in less than half of the education systems. Support for the professional development of in-service teachers and school heads is more common, although participation in training is rarely mandatory.

While the majority of European education systems provide guidance for schools to enable them to develop whole-school approaches to sustainability, financial and non-financial support for specific school activities is less common. There is still plenty of room to increase financial support to schools, to enable them to

invest in infrastructure that can be used in learning for sustainability or to fund regular school activities related to sustainability, such as field trips.

This report refers to numerous examples of valuable financial and nonfinancial aid for school-based initiatives and actions. However, such aid may not be available to every school and, in some cases, projects promoting sustainability education may depend on the initiative of individual teachers or school leaders. Finally, the analysis also shows that less than a third of all education systems have established specific criteria related to sustainability in either external or internal school evaluations.

From European Commission: European Education and Culture Executive Agency, *Learning for sustainability in Europe – Building competences and supporting teachers and schools – Eurydice report*, Publications Office of the European Union, 2024, p. 16, <https://data.europa.eu/doi/10.2797/81397>

Projects on sustainability education sometimes rely on

- [a] the initiative of individual teachers or school heads
- [b] trips for individual teachers or school heads
- [c] the salary of individual teachers or school heads
- [d] the analysis of individual teachers or school heads

Area: ING - Domanda 66 - ID Sorteggio: 0292 - Rif: 10274

Read the following text. Then, for each question, choose the answer that fits best according to the text

Educational institutions, in partnership with other stakeholders, such as civil society organisations, academia or the private sector, are seen as essential agents for addressing the sustainability challenges that societies are facing, because of their key mission of building competences through teaching and learning.

The declaration of the 2005–2014 United Nations decade of education for sustainable development (UNDESD) acted as a catalyst for integrating the principles of learning for sustainability at all levels of education. The UNDESD led to the follow-up Global Action Programme, which reiterated the key role of education in creating a more sustainable future. Moreover, in 2015, world leaders adopted the 2030 Agenda for Sustainable Development and agreed on 17 sustainable development goals (SDGs), one of which (SDG 4) is quality education. The international community has defined a set of targets and indicators for each goal, to be achieved by 2030. Education for sustainable development is seen as a key instrument in achieving all SDGs and a range of learning objectives have been defined. Both the Global Action Programme and the Education for Sustainable Development: Towards achieving the SDGs (ESD for 2030) framework outline the need to prioritise action in five areas: policy, learning environments, building capacities of educators, youth and local-level action, stressing the relevance of sustainability education in achieving the SDGs and the social transformation required to address the pressing sustainability concerns.

In order to help countries to tackle the climate crisis by harnessing the critical role of education, UNESCO has also developed its Greening Education Partnership programme. This global initiative is a collaborative platform for governments and other stakeholders aiming to support the development of a whole-system approach to sustainability education. Through its four pillars, 'greening schools', 'greening curriculum', 'greening teacher training and education systems' capacities' and 'greening communities', it 'aims to inspire action from countries to empower learners with the skills required for inclusive and sustainable economic development within the context of the transition towards digital and green economies'.

Adapted from European Commission: European Education and Culture Executive Agency, *Learning for sustainability in Europe – Building competences and supporting teachers and schools – Eurydice report*, Publications Office of the European Union, 2024, p. 18-19, <https://data.europa.eu/doi/10.2797/81397>

Educational institutions can offer an important society's sustainability challenges

- [a] contribution to
 - [b] restriction for
 - [c] trouble for
 - [d] end date for
-

Area: ING - Domanda 67 - ID Sorteggio: 0292 - Rif: 10275

Read the following text. Then, for each question, choose the answer that fits best according to the text

Educational institutions, in partnership with other stakeholders, such as civil society organisations, academia or the private sector, are seen as essential agents for addressing the sustainability challenges that societies are facing, because of their key mission of building competences through teaching and learning.

The declaration of the 2005–2014 United Nations decade of education for sustainable development (UNDESD) acted as a catalyst for integrating the principles of learning for sustainability at all levels of education. The UNDESD led to the follow-up Global Action Programme, which reiterated the key role of education in creating a more sustainable future. Moreover, in 2015, world leaders adopted the 2030 Agenda for Sustainable Development and agreed on 17 sustainable development goals (SDGs), one of which (SDG 4) is quality education. The international community has defined a set of targets and indicators for each goal, to be achieved by 2030. Education for sustainable development is seen as a key instrument in achieving all SDGs and a range of learning objectives have been defined. Both the Global Action Programme and the Education for Sustainable Development: Towards achieving the SDGs (ESD for 2030) framework outline the need to prioritise action in five areas: policy, learning environments, building capacities of educators, youth and local-level action, stressing the relevance of sustainability education in achieving the SDGs and the social transformation required to address the pressing sustainability concerns.

In order to help countries to tackle the climate crisis by harnessing the critical role of education, UNESCO has also developed its Greening Education Partnership programme. This global initiative is a collaborative platform for governments and other stakeholders aiming to support the development of a whole-system approach to sustainability education. Through its four pillars, 'greening schools', 'greening curriculum', 'greening teacher training and education systems' capacities' and 'greening communities', it 'aims to inspire action from countries to empower learners with the skills required for inclusive and sustainable economic development within the context of the transition towards digital and green economies'.

Adapted from European Commission: European Education and Culture Executive Agency, *Learning for sustainability in Europe – Building competences and supporting teachers and schools – Eurydice report*, Publications Office of the European Union, 2024, p. 18-19, <https://data.europa.eu/doi/10.2797/81397>

The Global Action Programme

- [a] emphasized the important role of education in building a more sustainable future
 - [b] ignored the key role of education in creating a more sustainable future
 - [c] minimised the important role of education in building a more sustainable future
 - [d] denied the key role of education in creating a more sustainable future
-

Area: ING - Domanda 68 - ID Sorteggio: 0292 - Rif: 10276

Read the following text. Then, for each question, choose the answer that fits best according to the text

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The 2030 Agenda for Sustainable Development was adopted by

- [a] world leaders
- [b] the United States of America
- [c] Educational institutions
- [d] civil society organisations

Area: ING - Domanda 69 - ID Sorteggio: 0292 - Rif: 10277

Read the following text. Then, for each question, choose the answer that fits best according to the text

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"Greening curriculum" is one of the four the Greening Education Partnership programme

- [a] components of
- [b] gaps in
- [c] shortcomings of
- [d] schools in

Area: ING - Domanda 70 - ID Sorteggio: 0292 - Rif: 10278

Read the following text. Then, for each question, choose the answer that fits best according to the text

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The declaration of the 2005–2014 United Nations decade of education for sustainable development (UNDESD) acted as a catalyst for integrating the principles of learning for sustainability at all levels of education. The UNDESD led to the follow-up Global Action Programme, which reiterated the key role of education in creating a more sustainable future. Moreover, in 2015, world leaders adopted the 2030 Agenda for Sustainable Development and agreed on 17 sustainable development goals (SDGs), one of which (SDG 4) is quality education. The international community has defined a set of targets and indicators

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The goal of the Greening Education Partnership programme is to

- [a] encourage countries to equip learners with the skills needed for inclusive and sustainable economic growth
- [b] reduce countries' efforts to equip learners with the skills required for inclusive and sustainable economic development
- [c] inspire countries to weaken policies for inclusive and sustainable economic development
- [d] inspire countries to eliminate policies for inclusive and sustainable economic development

Area: ING - Domanda 71 - ID Sorteggio: B241 - Rif: 10279

Read the following text. Then, for each question, choose the answer that fits best according to the text

The most recent data (2022) confirm that investment in education seems to be facing a stronger competition from other public functions after the pandemic and consequently is getting a lower share of total public expenditure than in the 2010s. In 2022, the EU-average public expenditure on education reached 4.7% of GDP (Gross Domestic Product) and 9.5% of total public expenditure. Public expenditure on education seems to have broadly stabilised in the EU, both as a share of GDP and of total public expenditure. The former spiked in 2020 due to a strong GDP contraction, then it reverted to its pre-pandemic trend. The latter had declined from 10.1% in 2019 to 9.4% in 2020 during the Covid-induced recession and remained roughly constant in 2021 and 2022, albeit at historically low levels. Overall, investment in education experienced one of the largest drops as a share of total public expenditure between 2019 and 2022 among the various public policy sectors (-0.6 percentage points). Although part of the social and economic measures taken in 2020-2021 to respond to the Covid-19 pandemic were discontinued or gradually phased out in 2022, new measures were introduced to face the energy crisis and support Ukraine in the wake of Russia's invasion.

The Recovery and Resilience Facility, Cohesion Policy funding and the new EU economic governance framework offer opportunities for quality investment in education. Member States are using EU funds to support comprehensive curricular reforms, develop students' digital competences, reinforce education in science, technology, engineering and mathematics, enhance educational infrastructure and strengthen teachers' professional development. The reform of the EU economic governance framework provides for a more gradual fiscal adjustment for a Member State in case of specific growth-enhancing reform and investment commitments. Moreover, the European Commission is supporting Member States through the

Learning Lab on Investing in Quality Education and Training, by providing knowledge and resources to identify how to make education systems more effective and efficient.

Adapted from European Commission: Directorate-General for Education, Youth, Sport and Culture, *Investing in education 2024*, Publications Office of the European Union, 2024, p. 7, <https://data.europa.eu/doi/10.2766/969920>

The latest data show that investment in education appears to

- [a] have decreased in recent years
- [b] have increased in recent years
- [c] have disappeared in recent years
- [d] have doubled in recent years

Area: ING - Domanda 72 - ID Sorteggio: B241 - Rif: 10280

Read the following text. Then, for each question, choose the answer that fits best according to the text

The most recent data (2022) confirm that investment in education seems to be facing a stronger competition from other public functions after the pandemic and consequently is getting a lower share of total public expenditure than in the 2010s. In 2022, the EU-average public expenditure on education reached 4.7% of GDP (Gross Domestic Product) and 9.5% of total public expenditure. Public expenditure on education seems to have broadly stabilised in the EU, both as a share of GDP and of total public expenditure. The former spiked in 2020 due to a strong GDP contraction, then it reverted to its pre-pandemic trend. The latter had declined from 10.1% in 2019 to 9.4% in 2020 during the Covid-induced recession and remained roughly constant in 2021 and 2022, albeit at historically low levels. Overall, investment in education experienced one of the largest drops as a share of total public expenditure between 2019 and 2022 among the various public policy sectors (-0.6 percentage points). Although part of the social and economic measures taken in 2020-2021 to respond to the Covid-19 pandemic were discontinued or gradually phased out in 2022, new measures were introduced to face the energy crisis and support Ukraine in the wake of Russia's invasion.

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It appears that public spending on education in the EU has

- [a] been stable
- [b] generally decreased
- [c] largely decreased

[d] considerably increased

Area: ING - Domanda 73 - ID Sorteggio: B241 - Rif: 10281

Read the following text. Then, for each question, choose the answer that fits best according to the text

The most recent data (2022) confirm that investment in education seems to be facing a stronger competition from other public functions after the pandemic and consequently is getting a lower share of total public expenditure than in the 2010s. In 2022, the EU-average public expenditure on education reached 4.7% of GDP (Gross Domestic Product) and 9.5% of total public expenditure. Public expenditure on education seems to have broadly stabilised in the EU, both as a share of GDP and of total public expenditure. The former spiked in 2020 due to a strong GDP contraction, then it reverted to its pre-pandemic trend. The latter had declined from 10.1% in 2019 to 9.4% in 2020 during the Covid-induced recession and remained roughly constant in 2021 and 2022, albeit at historically low levels. Overall, investment in education experienced one of the largest drops as a share of total public expenditure between 2019 and 2022 among the various public policy sectors (-0.6 percentage points). Although part of the social and economic measures taken in 2020-2021 to respond to the Covid-19 pandemic were discontinued or gradually phased out in 2022, new measures were introduced to face the energy crisis and support Ukraine in the wake of Russia's invasion.

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The new EU economic governance framework provides opportunities for

- [a] quality investment in education
 - [b] quality investment in fiscal adjustments
 - [c] quality investment in funds
 - [d] reliable investment in valuables
-

Area: ING - Domanda 74 - ID Sorteggio: B241 - Rif: 10282

Read the following text. Then, for each question, choose the answer that fits best according to the text

The most recent data (2022) confirm that investment in education seems to be facing a stronger competition from other public functions after the pandemic and consequently is getting a lower share of total public expenditure than in the 2010s. In 2022, the EU-average public expenditure on education reached 4.7% of GDP (Gross Domestic Product) and 9.5% of total public expenditure. Public expenditure on education seems to have broadly stabilised in the EU, both as a share of GDP and of total public expenditure. The former spiked in 2020 due to a strong GDP contraction, then it reverted to its pre-pandemic trend. The latter had declined from 10.1% in 2019 to 9.4% in 2020 during the Covid-induced recession and remained roughly constant in 2021 and 2022, albeit at historically low levels. Overall, investment in education experienced one of the largest drops as a share of total public expenditure between 2019 and 2022 among the various public policy sectors (-0.6 percentage points). Although part of the social and economic measures taken in 2020-2021 to respond to the Covid-19 pandemic were discontinued or gradually phased out in 2022, new measures were introduced to face the energy crisis and support Ukraine in the wake of Russia's invasion.

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Member States are using EU funds to

- [a] support curriculum reforms and boost STEM education
- [b] align comprehensive curricular reforms and reinforce STEM education
- [c] diversify comprehensive curricular reforms and reinforce STEM education
- [d] support comprehensive curricular reforms and reduce STEM education

Area: ING - Domanda 75 - ID Sorteggio: B241 - Rif: 10283

Read the following text. Then, for each question, choose the answer that fits best according to the text

The most recent data (2022) confirm that investment in education seems to be facing a stronger competition from other public functions after the pandemic and consequently is getting a lower share of total public expenditure than in the 2010s. In 2022, the EU-average public expenditure on education reached 4.7% of GDP (Gross Domestic Product) and 9.5% of total public expenditure. Public expenditure on education seems to have broadly stabilised in the EU, both as a share of GDP and of total public expenditure. The former spiked in 2020 due to a strong GDP contraction, then it reverted to its pre-pandemic trend. The latter had declined from 10.1% in 2019 to 9.4% in 2020 during the Covid-induced recession and remained roughly constant in 2021 and 2022, albeit at historically low levels. Overall, investment in education experienced one of the largest drops as a share of total public expenditure between 2019 and 2022 among the various public policy sectors (-0.6 percentage points). Although part of the social and economic measures taken in 2020-2021 to respond to the Covid-19 pandemic were discontinued or gradually phased out in 2022, new measures were introduced to face the energy crisis and support Ukraine in the wake of Russia's invasion.

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The European Commission is helping Member States by offering information and resources to

- [a] find ways to improve the effectiveness and efficiency of their education systems
- [b] recognize how to make education systems more intuitive
- [c] identify how to make education systems more intuitive and efficient
- [d] identify how to make education systems more intuitive and effective

Area: ING - Domanda 76 - ID Sorteggio: 3259 - Rif: 10284

Read the following text. Then, for each question, choose the answer that fits best according to the text

Despite growing emphasis on the importance of citizenship education, a significant gap persists between policy objectives and their actual implementation. Too often, citizenship education is not paid sufficient attention in education policy and schools. The implementation gap may be further widened by the unfamiliarity with (un) successful approaches drawn from past experiences and practices in other countries. It is useful for policy makers to, through research and evaluation, gain insight into the effectiveness and impact of different types of citizenship education.

In the context of the EU, issues related to respecting diversity and embracing multiple levels of identities and belongings (local, regional, national, European, and global), are an important part of citizenship education discussions.

Traditionally, citizenship education documents refer to citizens, but it may be beneficial to expand to a more comprehensive understanding and include non-citizens as well, such as refugees.

Education authorities should issue guidelines more systematically for teachers on how to assess students in citizenship education.

Several EU-funded initiatives and programmes support citizenship education. For example, promoting democratic participation, common values and civic engagement is one of the four horizontal priorities of the Erasmus+ programme. Broadened Erasmus+ Jean Monnet Actions which now include schools and vocational education and training institutions, empower teachers to talk about the EU and to enhance participation of pupils in the democratic process. New actions also support teacher training and school networking. These are complemented by other actions such as Erasmus+ Teacher Academies and e-Twinning activities. The Citizens, Equality, Rights and Values (CERV) programme, Horizon Europe, the New European Bauhaus also support different efforts relating to citizenship education.

European Commission: Directorate-General for Education, Youth, Sport and Culture, *Policy brief on citizenship education*, Publications Office of the European Union, 2024, p. 2,

<https://data.europa.eu/doi/10.2766/576903>

Citizenship education is

- [a] frequently neglected in education policy and in schools
 - [b] often given careful consideration in education policy and in schools
 - [c] always given full consideration in education policy and in schools
 - [d] receiving too much attention in education policy and in schools
-

Area: ING - Domanda 77 - ID Sorteggio: 3259 - Rif: 10285

Read the following text. Then, for each question, choose the answer that fits best according to the text

Despite growing emphasis on the importance of citizenship education, a significant gap persists between policy objectives and their actual implementation. Too often, citizenship education is not paid sufficient attention in education policy and schools. The implementation gap may be further widened by the unfamiliarity with (un) successful approaches drawn from past experiences and practices in other countries. It is useful for policy makers to, through research and evaluation, gain insight into the effectiveness and impact of different types of citizenship education.

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European Commission: Directorate-General for Education, Youth, Sport and Culture, *Policy brief on citizenship education*, Publications Office of the European Union, 2024, p. 2,
<https://data.europa.eu/doi/10.2766/576903>

In the EU, discussions about citizenship education often focus on the importance of

- [a] respecting diversity and recognizing various identities and belongings
 - [b] education curricula in multicultural environments
 - [c] education plans in pluricultural environments
 - [d] education regulations in today's society
-

Area: ING - Domanda 78 - ID Sorteggio: 3259 - Rif: 10286

Read the following text. Then, for each question, choose the answer that fits best according to the text

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European Commission: Directorate-General for Education, Youth, Sport and Culture, *Policy brief on citizenship education*, Publications Office of the European Union, 2024, p. 2, <https://data.europa.eu/doi/10.2766/576903>

Education authorities should provide teachers with guidelines for

- [a] assessing students in citizenship education
- [b] planning citizenship education
- [c] promoting citizenship education
- [d] teaching citizenship education

Area: ING - Domanda 79 - ID Sorteggio: 3259 - Rif: 10287

Read the following text. Then, for each question, choose the answer that fits best according to the text

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European Commission: Directorate-General for Education, Youth, Sport and Culture, *Policy brief on citizenship education*, Publications Office of the European Union, 2024, p. 2, <https://data.europa.eu/doi/10.2766/576903>

One of the four horizontal priorities of the Erasmus+ programme is

- [a] promoting democratic participation, common values and civic engagement
- [b] promoting democratic participation, common values and entrepreneurship
- [c] promoting democratic participation, common parties and civic engagement
- [d] encouraging democratic participation, common policies and civic engagement

Area: ING - Domanda 80 - ID Sorteggio: 3259 - Rif: 10288

Read the following text. Then, for each question, choose the answer that fits best according to the text

Despite growing emphasis on the importance of citizenship education, a significant gap persists between policy objectives and their actual implementation. Too often, citizenship education is not paid sufficient attention in education policy and schools. The implementation gap may be further widened by the unfamiliarity with (un) successful approaches drawn from past experiences and practices in other countries. It is useful for policy makers to, through research and evaluation, gain insight into the effectiveness and impact of different types of citizenship education.

In the context of the EU, issues related to respecting diversity and embracing multiple levels of identities and belongings (local, regional, national, European, and global), are an important part of citizenship education discussions.

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<https://data.europa.eu/doi/10.2766/576903>

Erasmus+ Jean Monnet Actions enable

- [a] teachers to discuss the EU and to enhance student involvement in the democratic process
- [b] teachers and parents to talk about the EU and the democratic process
- [c] teachers, pupils and families to participate in the democratic process
- [d] teachers and pupils to engage with each other in the democratic process

Area: ING - Domanda 81 - ID Sorteggio: FC3D - Rif: 10289

Read the following text. Then, for each question, choose the answer that fits best according to the text

The International Standard Classification of Education (ISCED) is an instrument suitable for compiling statistics on education internationally. It covers two cross-classification variables: levels and fields of education with the complementary dimensions of general/vocational/pre-vocational orientation and education-labour market destination. The last version, ISCED 2011, distinguishes eight levels of education. Empirically, ISCED assumes that several criteria exist which can help allocate education programmes to levels of education. Depending on the level and type of education concerned, there is a need to establish a hierarchical ranking system between main and subsidiary criteria (typical entrance qualification, minimum entrance requirement, minimum age, staff qualification, etc.).

ISCED 0: Early childhood education

Programmes at this level are typically designed with a holistic approach to support children's early cognitive, physical, social and emotional development and introduce young children to organised instruction outside of the family context. ISCED level 0 refers to early childhood programmes that have an intentional education component.

ISCED 1: Primary education

Programmes at this level are typically designed to provide students with fundamental skills in reading, writing and mathematics (i.e. literacy and numeracy) and establish a solid foundation for learning and understanding core areas of knowledge, personal and social development, in preparation for lower secondary education. Age is typically the only entry requirement at this level. The customary or legal age of entry is usually not below 5 years old or above 7 years old. This level typically lasts six years, although its duration can range between four and seven years.

ISCED 2: Lower secondary education

Programmes at this level are typically designed to build on the learning outcomes from ISCED level 1. Students enter ISCED level 2 typically between ages 10 and 13 (age 12 being the most common).

ISCED 3: Upper secondary education

Programmes at this level are typically designed to complete secondary education in preparation for tertiary education or provide skills relevant to employment, or both. Students enter this level typically between ages 14 and 16.

From European Commission: European Education and Culture Executive Agency, *The structure of the European education systems 2023/2024 – Schematic diagrams*, Publications Office of the European Union, 2023, p. 11, <https://data.europa.eu/doi/10.2797/212303>

In the International Standard Classification of Education, version 2011, there are

- [a] eight levels of education
- [b] eight cross-classifications of education
- [c] several steps to international education
- [d] seven versions of international education

Area: ING - Domanda 82 - ID Sorteggio: FC3D - Rif: 10290

Read the following text. Then, for each question, choose the answer that fits best according to the text

The International Standard Classification of Education (ISCED) is an instrument suitable for compiling statistics on education internationally. It covers two cross-classification variables: levels and fields of education with the complementary dimensions of general/vocational/pre-vocational orientation and education-labour market destination. The last version, ISCED 2011, distinguishes eight levels of education. Empirically, ISCED assumes that several criteria exist which can help allocate education programmes to levels of education. Depending on the level and type of education concerned, there is a need to establish a hierarchical ranking system between main and subsidiary criteria (typical entrance qualification, minimum entrance requirement, minimum age, staff qualification, etc.).

ISCED 0: Early childhood education

Programmes at this level are typically designed with a holistic approach to support children's early cognitive, physical, social and emotional development and introduce young children to organised instruction outside of the family context. ISCED level 0 refers to early childhood programmes that have an intentional education component.

ISCED 1: Primary education

Programmes at this level are typically designed to provide students with fundamental skills in reading, writing and mathematics (i.e. literacy and numeracy) and establish a solid foundation for learning and understanding core areas of knowledge, personal and social development, in preparation for lower secondary education. Age is typically the only entry requirement at this level. The customary or legal age of entry is usually not below 5 years old or above 7 years old. This level typically lasts six years, although its duration can range between four and seven years.

ISCED 2: Lower secondary education

Programmes at this level are typically designed to build on the learning outcomes from ISCED level 1. Students enter ISCED level 2 typically between ages 10 and 13 (age 12 being the most common).

ISCED 3: Upper secondary education

Programmes at this level are typically designed to complete secondary education in preparation for tertiary education or provide skills relevant to employment, or both. Students enter this level typically between ages 14 and 16.

From European Commission: European Education and Culture Executive Agency, *The structure of the European education systems 2023/2024 – Schematic diagrams*, Publications Office of the European Union, 2023, p. 11, <https://data.europa.eu/doi/10.2797/212303>

Early childhood education refers to programmes that include

- [a] an educational component
 - [b] organised education instructions
 - [c] pre-reading and pre-writing activities
 - [d] a family context
-

Area: ING - Domanda 83 - ID Sorteggio: FC3D - Rif: 10291

Read the following text. Then, for each question, choose the answer that fits best according to the text

The International Standard Classification of Education (ISCED) is an instrument suitable for compiling statistics on education internationally. It covers two cross-classification variables: levels and fields of education with the complementary dimensions of general/vocational/pre-vocational orientation and education-labour market destination. The last version, ISCED 2011, distinguishes eight levels of education. Empirically, ISCED assumes that several criteria exist which can help allocate education programmes to levels of education. Depending on the level and type of education concerned, there is a need to establish a hierarchical ranking system between main and subsidiary criteria (typical entrance qualification, minimum entrance requirement, minimum age, staff qualification, etc.).

ISCED 0: Early childhood education

Programmes at this level are typically designed with a holistic approach to support children's early cognitive, physical, social and emotional development and introduce young children to organised instruction outside of the family context. ISCED level 0 refers to early childhood programmes that have an intentional education component.

ISCED 1: Primary education

Programmes at this level are typically designed to provide students with fundamental skills in reading, writing and mathematics (i.e. literacy and numeracy) and establish a solid foundation for learning and understanding core areas of knowledge, personal and social development, in preparation for lower secondary education. Age is typically the only entry requirement at this level. The customary or legal age of entry is usually not below 5 years old or above 7 years old. This level typically lasts six years, although its duration can range between four and seven years.

ISCED 2: Lower secondary education

Programmes at this level are typically designed to build on the learning outcomes from ISCED level 1. Students enter ISCED level 2 typically between ages 10 and 13 (age 12 being the most common).

ISCED 3: Upper secondary education

Programmes at this level are typically designed to complete secondary education in preparation for tertiary education or provide skills relevant to employment, or both. Students enter this level typically between ages 14 and 16.

From European Commission: European Education and Culture Executive Agency, *The structure of the European education systems 2023/2024 – Schematic diagrams*, Publications Office of the European

The basic skills in three key areas (reading, writing and mathematics) are to be achieved in

- [a] Primary education
- [b] Upper secondary education
- [c] Early childhood education
- [d] Lower secondary education

Area: ING - Domanda 84 - ID Sorteggio: FC3D - Rif: 10292

Read the following text. Then, for each question, choose the answer that fits best according to the text

The International Standard Classification of Education (ISCED) is an instrument suitable for compiling statistics on education internationally. It covers two cross-classification variables: levels and fields of education with the complementary dimensions of general/vocational/pre-vocational orientation and education-labour market destination. The last version, ISCED 2011, distinguishes eight levels of education. Empirically, ISCED assumes that several criteria exist which can help allocate education programmes to levels of education. Depending on the level and type of education concerned, there is a need to establish a hierarchical ranking system between main and subsidiary criteria (typical entrance qualification, minimum entrance requirement, minimum age, staff qualification, etc.).

ISCED 0: Early childhood education

Programmes at this level are typically designed with a holistic approach to support children's early cognitive, physical, social and emotional development and introduce young children to organised instruction outside of the family context. ISCED level 0 refers to early childhood programmes that have an intentional education component.

ISCED 1: Primary education

Programmes at this level are typically designed to provide students with fundamental skills in reading, writing and mathematics (i.e. literacy and numeracy) and establish a solid foundation for learning and understanding core areas of knowledge, personal and social development, in preparation for lower secondary education. Age is typically the only entry requirement at this level. The customary or legal age of entry is usually not below 5 years old or above 7 years old. This level typically lasts six years, although its duration can range between four and seven years.

ISCED 2: Lower secondary education

Programmes at this level are typically designed to build on the learning outcomes from ISCED level 1. Students enter ISCED level 2 typically between ages 10 and 13 (age 12 being the most common).

ISCED 3: Upper secondary education

Programmes at this level are typically designed to complete secondary education in preparation for tertiary education or provide skills relevant to employment, or both. Students enter this level typically between ages 14 and 16.

From European Commission: European Education and Culture Executive Agency, *The structure of the European education systems 2023/2024 – Schematic diagrams*, Publications Office of the European Union, 2023, p. 11, <https://data.europa.eu/doi/10.2797/212303>

Primary education typically starts when children are

[a] between five and seven years old

[b] six years old

[c] seven years old

[d] between four and seven years old

Area: ING - Domanda 85 - ID Sorteggio: FC3D - Rif: 10293

Read the following text. Then, for each question, choose the answer that fits best according to the text

The International Standard Classification of Education (ISCED) is an instrument suitable for compiling statistics on education internationally. It covers two cross-classification variables: levels and fields of education with the complementary dimensions of general/vocational/pre-vocational orientation and education-labour market destination. The last version, ISCED 2011, distinguishes eight levels of education. Empirically, ISCED assumes that several criteria exist which can help allocate education programmes to levels of education. Depending on the level and type of education concerned, there is a need to establish a hierarchical ranking system between main and subsidiary criteria (typical entrance qualification, minimum entrance requirement, minimum age, staff qualification, etc.).

ISCED 0: Early childhood education

Programmes at this level are typically designed with a holistic approach to support children's early cognitive, physical, social and emotional development and introduce young children to organised instruction outside of the family context. ISCED level 0 refers to early childhood programmes that have an intentional education component.

ISCED 1: Primary education

Programmes at this level are typically designed to provide students with fundamental skills in reading, writing and mathematics (i.e. literacy and numeracy) and establish a solid foundation for learning and understanding core areas of knowledge, personal and social development, in preparation for lower secondary education. Age is typically the only entry requirement at this level. The customary or legal age of entry is usually not below 5 years old or above 7 years old. This level typically lasts six years, although its duration can range between four and seven years.

ISCED 2: Lower secondary education

Programmes at this level are typically designed to build on the learning outcomes from ISCED level 1. Students enter ISCED level 2 typically between ages 10 and 13 (age 12 being the most common).

ISCED 3: Upper secondary education

Programmes at this level are typically designed to complete secondary education in preparation for tertiary education or provide skills relevant to employment, or both. Students enter this level typically between ages 14 and 16.

From European Commission: European Education and Culture Executive Agency, *The structure of the European education systems 2023/2024 – Schematic diagrams*, Publications Office of the European Union, 2023, p. 11, <https://data.europa.eu/doi/10.2797/212303>

Upper secondary education usually aims to complete secondary education and prepare students

[a] for higher education or developing skills that are useful for getting a job

[b] with the necessary skills for life in today's society

[c] for lifelong learning and globalization

Area: ING - Domanda 86 - ID Sorteggio: 1B2C - Rif: 10294

Read the following text. Then, for each question, choose the answer that fits best according to the text

Linguistic diversity is part of Europe's DNA. The mosaic of European languages includes not only countries' official state languages but also the regional or minority languages spoken for centuries on European territory, not to mention the languages brought by migrants. Against this background, learning languages is a necessity for many people; what is more, it is an opportunity for all, leading to new work or opportunities to study. In addition, as part of culture, languages contribute to building personal and collective identities. In fact, each language offers a specific vision of life. Therefore, language diversity is valued and cherished in democratic societies.

Language learning has an essential role to play in making the European project come true, particularly in the achievement of the European Education Area, a genuine common space for high-quality education and lifelong learning for all, across borders. In this context, multilingualism is acknowledged as one of the eight key competences needed for personal fulfilment, a healthy and sustainable lifestyle, employability, active citizenship and social inclusion, as outlined in the Council recommendation on key competences for lifelong learning.

The 2019 Council recommendation on a comprehensive approach to the teaching and learning of languages is aimed at enhancing the overall language competences of students. Improving specifically foreign language learning in schools is also a major objective. In view of this objective, the recommendation invites Member States to 'help all young people to acquire before the end of upper secondary education and training – in addition to the languages of schooling – where possible, a competence level in at least one other European language which allows them to use the language effectively for social, learning and professional purposes, and to encourage the acquisition of an additional (third) language to a level which allows them to interact with a degree of fluency'.

Adapted from European Commission: European Education and Culture Executive Agency, Birch, P., Baïdak, N., De Coster, I. and Kocanova, D., *Key data on teaching languages at school in Europe – 2023 edition*, Birch, P.(editor), Publications Office of the European Union, 2023, p. 19, <https://data.europa.eu/doi/10.2797/529032>

When we talk about European languages, we mean

- [a] the official languages of countries, regional or minority languages and languages brought by migrants
 - [b] the official languages of countries and the regional or minority languages that have been spoken for many years in Europe
 - [c] only the official languages of countries
 - [d] the official languages of countries and minority languages
-

Area: ING - Domanda 87 - ID Sorteggio: 1B2C - Rif: 10295

Read the following text. Then, for each question, choose the answer that fits best according to the text

Linguistic diversity is part of Europe's DNA. The mosaic of European languages includes not only countries' official state languages but also the regional or minority languages spoken for centuries on European territory, not to mention the languages brought by migrants. Against this background, learning languages is a necessity for many people; what is more, it is an opportunity for all, leading to new work or opportunities to study. In addition, as part of culture, languages contribute to building personal and collective identities. In fact, each language offers a specific vision of life. Therefore, language diversity is valued and cherished in democratic societies.

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Adapted from European Commission: European Education and Culture Executive Agency, Birch, P., Baidak, N., De Coster, I. and Kocanova, D., *Key data on teaching languages at school in Europe – 2023 edition*, Birch, P.(editor), Publications Office of the European Union, 2023, p. 19, <https://data.europa.eu/doi/10.2797/529032>

Learning languages is

- [a] a necessity, an opportunity that creates new opportunities
- [b] related to individual capabilities
- [c] difficult for the majority of people
- [d] a way for maintaining a healthy lifestyle

Area: ING - Domanda 88 - ID Sorteggio: 1B2C - Rif: 10296

Read the following text. Then, for each question, choose the answer that fits best according to the text

Linguistic diversity is part of Europe's DNA. The mosaic of European languages includes not only countries' official state languages but also the regional or minority languages spoken for centuries on European territory, not to mention the languages brought by migrants. Against this background, learning languages is a necessity for many people; what is more, it is an opportunity for all, leading to new work or opportunities to study. In addition, as part of culture, languages contribute to building personal and collective identities. In fact, each language offers a specific vision of life. Therefore, language diversity is valued and cherished in democratic societies.

Language learning has an essential role to play in making the European project come true, particularly in the achievement of the European Education Area, a genuine common space for high-quality education and lifelong learning for all, across borders. In this context, multilingualism is acknowledged as one of the eight key competences needed for personal fulfilment, a healthy and sustainable lifestyle, employability, active citizenship and social inclusion, as outlined in the Council recommendation on key competences for lifelong learning.

The 2019 Council recommendation on a comprehensive approach to the teaching and learning of languages is aimed at enhancing the overall language competences of students. Improving specifically foreign language learning in schools is also a major objective. In view of this objective, the recommendation invites Member States to ‘help all young people to acquire before the end of upper secondary education and training – in addition to the languages of schooling – where possible, a competence level in at least one other European language which allows them to use the language effectively for social, learning and professional purposes, and to encourage the acquisition of an additional (third) language to a level which allows them to interact with a degree of fluency’.

Adapted from European Commission: European Education and Culture Executive Agency, Birch, P., Baidak, N., De Coster, I. and Kocanova, D., *Key data on teaching languages at school in Europe – 2023 edition*, Birch, P.(editor), Publications Office of the European Union, 2023, p. 19, <https://data.europa.eu/doi/10.2797/529032>

Language learning

- [a] makes an important contribution to the achievement of the European Education Area
- [b] is mandatory in all EU education systems
- [c] facilitates international meetings
- [d] creates a common space for cross-border meetings

Area: ING - Domanda 89 - ID Sorteggio: 1B2C - Rif: 10297

Read the following text. Then, for each question, choose the answer that fits best according to the text

Linguistic diversity is part of Europe’s DNA. The mosaic of European languages includes not only countries’ official state languages but also the regional or minority languages spoken for centuries on European territory, not to mention the languages brought by migrants. Against this background, learning languages is a necessity for many people; what is more, it is an opportunity for all, leading to new work or opportunities to study. In addition, as part of culture, languages contribute to building personal and collective identities. In fact, each language offers a specific vision of life. Therefore, language diversity is valued and cherished in democratic societies.

Language learning has an essential role to play in making the European project come true, particularly in the achievement of the European Education Area, a genuine common space for high-quality education and lifelong learning for all, across borders. In this context, multilingualism is acknowledged as one of the eight key competences needed for personal fulfilment, a healthy and sustainable lifestyle, employability, active citizenship and social inclusion, as outlined in the Council recommendation on key competences for lifelong learning.

The 2019 Council recommendation on a comprehensive approach to the teaching and learning of languages is aimed at enhancing the overall language competences of students. Improving specifically foreign language learning in schools is also a major objective. In view of this objective, the recommendation invites Member States to ‘help all young people to acquire before the end of upper secondary education and training – in addition to the languages of schooling – where possible, a competence level in at least one other European language which allows them to use the language effectively for social, learning and professional purposes, and to encourage the acquisition of an additional (third) language to a level which allows them to interact with a degree of fluency’.

Adapted from European Commission: European Education and Culture Executive Agency, Birch, P., Baidak, N., De Coster, I. and Kocanova, D., *Key data on teaching languages at school in Europe – 2023 edition*, Birch, P.(editor), Publications Office of the European Union, 2023, p. 19, <https://data.europa.eu/doi/10.2797/529032>

Multilingualism is

- [a] one of the eight key competences
 - [b] one of the seven core school subjects
 - [c] one of the essential skills needed for travelling in Europe
 - [d] one of the key competences needed to win a European prize
-

Area: ING - Domanda 90 - ID Sorteggio: 1B2C - Rif: 10298

Read the following text. Then, for each question, choose the answer that fits best according to the text

Linguistic diversity is part of Europe's DNA. The mosaic of European languages includes not only countries' official state languages but also the regional or minority languages spoken for centuries on European territory, not to mention the languages brought by migrants. Against this background, learning languages is a necessity for many people; what is more, it is an opportunity for all, leading to new work or opportunities to study. In addition, as part of culture, languages contribute to building personal and collective identities. In fact, each language offers a specific vision of life. Therefore, language diversity is valued and cherished in democratic societies.

Language learning has an essential role to play in making the European project come true, particularly in the achievement of the European Education Area, a genuine common space for high-quality education and lifelong learning for all, across borders. In this context, multilingualism is acknowledged as one of the eight key competences needed for personal fulfilment, a healthy and sustainable lifestyle, employability, active citizenship and social inclusion, as outlined in the Council recommendation on key competences for lifelong learning.

The 2019 Council recommendation on a comprehensive approach to the teaching and learning of languages is aimed at enhancing the overall language competences of students. Improving specifically foreign language learning in schools is also a major objective. In view of this objective, the recommendation invites Member States to 'help all young people to acquire before the end of upper secondary education and training – in addition to the languages of schooling – where possible, a competence level in at least one other European language which allows them to use the language effectively for social, learning and professional purposes, and to encourage the acquisition of an additional (third) language to a level which allows them to interact with a degree of fluency'.

Adapted from European Commission: European Education and Culture Executive Agency, Birch, P., Baïdak, N., De Coster, I. and Kocanova, D., *Key data on teaching languages at school in Europe – 2023 edition*, Birch, P.(editor), Publications Office of the European Union, 2023, p. 19, <https://data.europa.eu/doi/10.2797/529032>

The 2019 Council Recommendation invites Member States to help young people to acquire

- [a] a competence level in at least one other European language that allows them to use it effectively for social, learning and professional purposes, in addition to the languages of schooling and a third language to a level which allows them to interact with a degree of fluency
 - [b] a competence level in at least one European language that allows them to use it effectively for social purposes
 - [c] a competence level in at least one minority European language, in addition to the languages of schooling
 - [d] a competence level in at least one language brought by migrants, in addition to the languages of schooling
-

Area: ING - Domanda 91 - ID Sorteggio: BD3A - Rif: 10299

Read the following text. Then, for each question, choose the answer that fits best according to the text

Teachers and educational leaders need meaningful and reliable information to assess how well their students are prepared for life and work. Many administrators evaluate student learning based upon local or countrywide expectations. In a global economy, however, the benchmark for educational success is no longer national standards alone, but those set by the world's best performing schools and education systems.

Over the past 20 years, the OECD Programme for International Student Assessment (PISA) has evaluated the quality, equity and efficiency of school systems in over 80 countries and economies that, together, comprise nine-tenths of the world economy. Through PISA, schools and countries can learn from each other. Those education systems that have been able to secure strong and equitable learning outcomes and mobilise rapid improvements show others what is possible.

Similar to the international PISA assessment, the PISA-based Test for Schools measures 15-year-old students' knowledge and competencies in reading, mathematics and science. It also assesses their attitudes towards learning and school and the learning environments of the schools themselves. Importantly, these assessments measure not only whether students can reproduce what they have learned, but also how well students can extrapolate from what they know and apply their knowledge creatively in novel contexts. The PISA based Test for Schools is a unique tool designed for individual schools to compare their students' learning outcomes and benchmark them globally in innovative ways.

This report provides results from the PISA-based Test for Schools for the European Schools. But data is only the first step to deeper understanding and is only useful if it paves the way to action. You also have the opportunity to exchange with and learn from the strategies, policies and practices of other participating schools around the world who share your commitment to peer-learning, critical reflection and school improvement. The OECD stands ready to support all those involved in delivering "better policies for better schools and better lives."

From OECD, *How The European Schools Compare Internationally, Pisa for schools 2022*, OECD Publishing, Paris, 2022, p. 3,
https://www.eursc.eu/Documents/Group%20Report_PISA_based_Test_for_European_schools_2022_en.pdf

In today's global economy, the benchmark for educational success refers to

- [a] international standards
- [b] national standards
- [c] regional and national standards
- [d] regional standards

Area: ING - Domanda 92 - ID Sorteggio: BD3A - Rif: 10300

Read the following text. Then, for each question, choose the answer that fits best according to the text

Teachers and educational leaders need meaningful and reliable information to assess how well their students are prepared for life and work. Many administrators evaluate student learning based upon local or countrywide expectations. In a global economy, however, the benchmark for educational success is no longer national standards alone, but those set by the world's best performing schools and education systems.

Over the past 20 years, the OECD Programme for International Student Assessment (PISA) has evaluated the quality, equity and efficiency of school systems in over 80 countries and economies that, together, comprise nine-tenths of the world economy. Through PISA, schools and countries can learn from each other. Those education systems that have been able to secure strong and equitable learning outcomes and mobilise rapid improvements show others what is possible.

Similar to the international PISA assessment, the PISA-based Test for Schools measures 15-year-old students' knowledge and competencies in reading, mathematics and science. It also assesses their attitudes towards learning and school and the learning environments of the schools themselves. Importantly, these assessments measure not only whether students can reproduce what they have learned, but also how well students can extrapolate from what they know and apply their knowledge creatively in novel contexts. The PISA based Test for Schools is a unique tool designed for individual schools to compare their students' learning outcomes and benchmark them globally in innovative ways.

This report provides results from the PISA-based Test for Schools for the European Schools. But data is only the first step to deeper understanding and is only useful if it paves the way to action. You also have the opportunity to exchange with and learn from the strategies, policies and practices of other participating schools around the world who share your commitment to peer-learning, critical reflection and school improvement. The OECD stands ready to support all those involved in delivering "better policies for better schools and better lives."

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https://www.eursc.eu/Documents/Group%20Report_PISA_based_Test_for_European_schools_2022_en.pdf

PISA has evaluated the quality, equity and efficiency of school systems in

- [a] more than 80 countries and economies, which together represent 90% of the global economy
- [b] more than 80 countries and economies, which together represent 19% of the global economy
- [c] more than 80 countries and economies, which together comprise 19% of the world economy
- [d] more than 80 countries and economies, which together represent 9,10% of the global economy

Area: ING - Domanda 93 - ID Sorteggio: BD3A - Rif: 10301

Read the following text. Then, for each question, choose the answer that fits best according to the text

Teachers and educational leaders need meaningful and reliable information to assess how well their students are prepared for life and work. Many administrators evaluate student learning based upon local or countrywide expectations. In a global economy, however, the benchmark for educational success is no longer national standards alone, but those set by the world's best performing schools and education systems.

Over the past 20 years, the OECD Programme for International Student Assessment (PISA) has evaluated the quality, equity and efficiency of school systems in over 80 countries and economies that, together, comprise nine-tenths of the world economy. Through PISA, schools and countries can learn from each other. Those education systems that have been able to secure strong and equitable learning outcomes and mobilise rapid improvements show others what is possible.

Similar to the international PISA assessment, the PISA-based Test for Schools measures 15-year-old students' knowledge and competencies in reading, mathematics and science. It also assesses their attitudes towards learning and school and the learning environments of the schools themselves. Importantly, these assessments measure not only whether students can reproduce what they have learned, but also how well students can extrapolate from what they know and apply their knowledge creatively in novel contexts. The PISA based Test for Schools is a unique tool designed for individual schools to compare their students' learning outcomes and benchmark them globally in innovative ways.

This report provides results from the PISA-based Test for Schools for the European Schools. But data is only the first step to deeper understanding and is only useful if it paves the way to action. You also have the opportunity to exchange with and learn from the strategies, policies and practices of other participating schools around the world who share your commitment to peer-learning, critical reflection and school improvement. The OECD stands ready to support all those involved in delivering "better policies for better schools and better lives."

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https://www.eursec.eu/Documents/Group%20Report_PISA_based_Test_for_European_schools_2022_en.pdf

Education systems which perform better can show others

- [a] their achievements
- [b] their limits
- [c] their restrictions
- [d] their concerns

Area: ING - Domanda 94 - ID Sorteggio: BD3A - Rif: 10302

Read the following text. Then, for each question, choose the answer that fits best according to the text

Teachers and educational leaders need meaningful and reliable information to assess how well their students are prepared for life and work. Many administrators evaluate student learning based upon local or countrywide expectations. In a global economy, however, the benchmark for educational success is no longer national standards alone, but those set by the world's best performing schools and education systems.

Over the past 20 years, the OECD Programme for International Student Assessment (PISA) has evaluated the quality, equity and efficiency of school systems in over 80 countries and economies that, together, comprise nine-tenths of the world economy. Through PISA, schools and countries can learn from each other. Those education systems that have been able to secure strong and equitable learning outcomes and mobilise rapid improvements show others what is possible.

Similar to the international PISA assessment, the PISA-based Test for Schools measures 15-year-old students' knowledge and competencies in reading, mathematics and science. It also assesses their attitudes towards learning and school and the learning environments of the schools themselves. Importantly, these assessments measure not only whether students can reproduce what they have learned, but also how well students can extrapolate from what they know and apply their knowledge creatively in novel contexts. The PISA based Test for Schools is a unique tool designed for individual schools to compare their students' learning outcomes and benchmark them globally in innovative ways.

This report provides results from the PISA-based Test for Schools for the European Schools. But data is only the first step to deeper understanding and is only useful if it paves the way to action. You also have the opportunity to exchange with and learn from the strategies, policies and practices of other participating schools around the world who share your commitment to peer-learning, critical reflection and school

improvement. The OECD stands ready to support all those involved in delivering “better policies for better schools and better lives.”

From OECD, *How The European Schools Compare Internationally, Pisa for schools 2022*, OECD Publishing, Paris, 2022, p. 3,
https://www.eursc.eu/Documents/Group%20Report_PISA_based_Test_for_European_schools_2022_en.pdf

The PISA-based Test for Schools also evaluates

- [a] students’ attitudes towards learning and school, as well as the learning environments of the schools
- [b] students’ responses to learning and school, as well as the learning environments provided by their parents
- [c] students’ attitudes towards learning and school, as well as the learning environments provided by their families
- [d] students’ demands for learning and school, as well as the learning environments provided by their families

Area: ING - Domanda 95 - ID Sorteggio: BD3A - Rif: 10303

Read the following text. Then, for each question, choose the answer that fits best according to the text

Teachers and educational leaders need meaningful and reliable information to assess how well their students are prepared for life and work. Many administrators evaluate student learning based upon local or countrywide expectations. In a global economy, however, the benchmark for educational success is no longer national standards alone, but those set by the world’s best performing schools and education systems.

Over the past 20 years, the OECD Programme for International Student Assessment (PISA) has evaluated the quality, equity and efficiency of school systems in over 80 countries and economies that, together, comprise nine-tenths of the world economy. Through PISA, schools and countries can learn from each other. Those education systems that have been able to secure strong and equitable learning outcomes and mobilise rapid improvements show others what is possible.

Similar to the international PISA assessment, the PISA-based Test for Schools measures 15-year-old students’ knowledge and competencies in reading, mathematics and science. It also assesses their attitudes towards learning and school and the learning environments of the schools themselves. Importantly, these assessments measure not only whether students can reproduce what they have learned, but also how well students can extrapolate from what they know and apply their knowledge creatively in novel contexts. The PISA based Test for Schools is a unique tool designed for individual schools to compare their students’ learning outcomes and benchmark them globally in innovative ways.

This report provides results from the PISA-based Test for Schools for the European Schools. But data is only the first step to deeper understanding and is only useful if it paves the way to action. You also have the opportunity to exchange with and learn from the strategies, policies and practices of other participating schools around the world who share your commitment to peer-learning, critical reflection and school improvement. The OECD stands ready to support all those involved in delivering “better policies for better schools and better lives.”

From OECD, *How The European Schools Compare Internationally, Pisa for schools 2022*, OECD Publishing, Paris, 2022, p. 3,
https://www.eursc.eu/Documents/Group%20Report_PISA_based_Test_for_European_schools_2022_en.pdf

The PISA-based Test for Schools measures

- [a] not only whether students can reproduce what they have learned, but also how effectively they can use their knowledge in new situations and think creatively
 - [b] not only whether students have learned, but also how effectively they can reproduce their knowledge
 - [c] not only whether students have learned, but how well students can apply the chess rules in novel contexts
 - [d] not only whether students can repeat what they have learned, but also how well they can apply the rules of checkers in novel contexts
-

Area: ING - Domanda 96 - ID Sorteggio: 53D0 - Rif: 10304

Read the following text. Then, for each question, choose the answer that fits best according to the text

The teaching approaches used for learners with disabilities in mainstream settings are similar across the majority of member countries. These include additional teaching time, small group/individual coaching and team teaching or co-teaching (pairing a mainstream subject teacher with a teacher who has a SEN specialism). In Essunga, the teachers interviewed during the project visit found this approach invaluable as a form of professional development and recognised that "having two teachers in the classroom forces you to improve and think about what you are doing". An important part of this arrangement is that all learners have access to teachers with subject expertise and that subject teachers are supported to extend their repertoire of approaches to meet increasingly diverse needs in the classroom. Similarly, in Flensburg, team teaching and partner classes are used to good effect with an emphasis on reflection, teamwork and communication. Staff teams accept that they are responsible for all learners in the class. In some of the schools visited during the project, structure is used to enhance the use of time and ensure that all learners understand what is expected of them. Coaching is provided in study methods and learners are supported to engage in more active learning. Such approaches, along with peer support, have been found to benefit all learners. For learners who require a higher level of support and differentiated resources and tasks, it should be kept in mind that differentiation can often be teacher-centred rather than learner-led, attempting to fit learners into an existing system rather than contributing to the transformation of settings and routines.

Adapted from European Agency for Special Needs and Inclusive Education, 2014:14. Organisation of Provision to Support Inclusive Education – Summary Report. Odense, Denmark: European Agency for Special Needs and Inclusive Education

..... is an approach that is commonly used for learners with disabilities in mainstream classes

- [a] Team teaching
 - [b] Technology-based teaching
 - [c] Lecturing
 - [d] Questioning
-

Area: ING - Domanda 97 - ID Sorteggio: 53D0 - Rif: 10305

Read the following text. Then, for each question, choose the answer that fits best according to the text

The teaching approaches used for learners with disabilities in mainstream settings are similar across the majority of member countries. These include additional teaching time, small group/individual coaching and team teaching or co-teaching (pairing a mainstream subject teacher with a teacher who has a SEN specialism). In Essunga, the teachers interviewed during the project visit found this approach invaluable as a form of professional development and recognised that "having two teachers in the classroom forces you to improve and think about what you are doing". An important part of this arrangement is that all learners have access to teachers with subject expertise and that subject teachers are supported to extend their repertoire of approaches to meet increasingly diverse needs in the classroom. Similarly, in Flensburg, team teaching and partner classes are used to good effect with an emphasis on reflection, teamwork and communication. Staff teams accept that they are responsible for all learners in the class. In some of the schools visited during the project, structure is used to enhance the use of time and ensure that all learners understand what is expected of them. Coaching is provided in study methods and learners are supported to engage in more active learning. Such approaches, along with peer support, have been found to benefit all learners. For learners who require a higher level of support and differentiated resources and tasks, it should be kept in mind that differentiation can often be teacher-centred rather than learner-led, attempting to fit learners into an existing system rather than contributing to the transformation of settings and routines.

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What did the teachers interviewed in Essunga think about team teaching?

- [a] They appreciated it
- [b] They criticized it
- [c] They ignored it
- [d] They rejected it

Area: ING - Domanda 98 - ID Sorteggio: 53D0 - Rif: 10306

Read the following text. Then, for each question, choose the answer that fits best according to the text

The teaching approaches used for learners with disabilities in mainstream settings are similar across the majority of member countries. These include additional teaching time, small group/individual coaching and team teaching or co-teaching (pairing a mainstream subject teacher with a teacher who has a SEN specialism). In Essunga, the teachers interviewed during the project visit found this approach invaluable as a form of professional development and recognised that "having two teachers in the classroom forces you to improve and think about what you are doing". An important part of this arrangement is that all learners have access to teachers with subject expertise and that subject teachers are supported to extend their repertoire of approaches to meet increasingly diverse needs in the classroom. Similarly, in Flensburg, team teaching and partner classes are used to good effect with an emphasis on reflection, teamwork and communication. Staff teams accept that they are responsible for all learners in the class. In some of the schools visited during the project, structure is used to enhance the use of time and ensure that all learners understand what is expected of them. Coaching is provided in study methods and learners are supported to engage in more active learning. Such approaches, along with peer support, have been found to benefit all learners. For learners who require a higher level of support and differentiated resources and tasks, it should be kept in mind that differentiation can often be teacher-centred rather than learner-led, attempting to fit learners into an existing system rather than contributing to the transformation of settings and routines.

Adapted from European Agency for Special Needs and Inclusive Education, 2014:14. Organisation of Provision to Support Inclusive Education – Summary Report. Odense, Denmark: European Agency for Special Needs and Inclusive Education

What is an added value of team teaching?

- [a] Subject teachers receive pedagogical support
- [b] Teachers with a SEN specialism work with fewer students
- [c] Subject teachers can work by themselves
- [d] Teachers with a SEN specialism teach outside the classroom

Area: ING - Domanda 99 - ID Sorteggio: 53D0 - Rif: 10307

Read the following text. Then, for each question, choose the answer that fits best according to the text

The teaching approaches used for learners with disabilities in mainstream settings are similar across the majority of member countries. These include additional teaching time, small group/individual coaching and team teaching or co-teaching (pairing a mainstream subject teacher with a teacher who has a SEN specialism). In Essunga, the teachers interviewed during the project visit found this approach invaluable as a form of professional development and recognised that "having two teachers in the classroom forces you to improve and think about what you are doing". An important part of this arrangement is that all learners have access to teachers with subject expertise and that subject teachers are supported to extend their repertoire of approaches to meet increasingly diverse needs in the classroom. Similarly, in Flensburg, team teaching and partner classes are used to good effect with an emphasis on reflection, teamwork and communication. Staff teams accept that they are responsible for all learners in the class. In some of the schools visited during the project, structure is used to enhance the use of time and ensure that all learners understand what is expected of them. Coaching is provided in study methods and learners are supported to engage in more active learning. Such approaches, along with peer support, have been found to benefit all learners. For learners who require a higher level of support and differentiated resources and tasks, it should be kept in mind that differentiation can often be teacher-centred rather than learner-led, attempting to fit learners into an existing system rather than contributing to the transformation of settings and routines.

Adapted from European Agency for Special Needs and Inclusive Education, 2014:14. Organisation of Provision to Support Inclusive Education – Summary Report. Odense, Denmark: European Agency for Special Needs and Inclusive Education

In Flensburg is being used successfully

- [a] team teaching
- [b] independent study
- [c] e-Twinning
- [d] micro teaching

Area: ING - Domanda 100 - ID Sorteggio: 53D0 - Rif: 10308

Read the following text. Then, for each question, choose the answer that fits best according to the text

The teaching approaches used for learners with disabilities in mainstream settings are similar across the majority of member countries. These include additional teaching time, small group/individual coaching and team teaching or co-teaching (pairing a mainstream subject teacher with a teacher who has a SEN specialism). In Essunga, the teachers interviewed during the project visit found this approach invaluable as a form of professional development and recognised that "having two teachers in the classroom forces you to improve and think about what you are doing". An important part of this arrangement is that all learners have access to teachers with subject expertise and that subject teachers are supported to extend their repertoire of approaches to meet increasingly diverse needs in the classroom. Similarly, in Flensburg, team teaching and partner classes are used to good effect with an emphasis on reflection, teamwork and communication. Staff teams accept that they are responsible for all learners in the class. In some of the schools visited during the project, structure is used to enhance the use of time and ensure that all learners understand what is expected of them. Coaching is provided in study methods and learners are supported to engage in more active learning. Such approaches, along with peer support, have been found to benefit all learners. For learners who require a higher level of support and differentiated resources and tasks, it should be kept in mind that differentiation can often be teacher-centred rather than learner-led, attempting to fit learners into an existing system rather than contributing to the transformation of settings and routines.

Adapted from European Agency for Special Needs and Inclusive Education, 2014:14. Organisation of Provision to Support Inclusive Education – Summary Report. Odense, Denmark: European Agency for Special Needs and Inclusive Education

Peer support can be for all learners

- [a] beneficial
 - [b] useless
 - [c] frustrating
 - [d] detrimental
-