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Authentic assessment for s with disabilities through inclusive learning units

Le unità di apprendimento inclusive per una valutazione autentica per gli alunni con disabilità

di

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Abstract:

Assessment of learning is an indispensable part of any deliberate educational activity. This also applies in the case of disabilities. For this reason, it is important to stress that every, even those with severe disabilities, and their families have the right to be assessed according to the results of the educational and didactic activities undertaken in the school.

Curricular courses are preceded, accompanied and followed by assessment. It has a formative function, accompanying the learning process and stimulating continuous improvement, as stated in the curriculum guidelines. It has as its objective the learning process, behaviour and academic performance. The assessment is carried out on the basis of the individual education plan, in which the educational activities for the disabled pupil are specified. For these s, assessment is closely linked to the individual pathway and aims to highlight the student's progress. The aim of this paper is to show how an assessment of competences can be inclusive 'for all and for each' through inclusive learning units.

Keywords: assessment; disability; inclusion; learning units;

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Abstract:

La valutazione degli apprendimenti è una componente indispensabile di qualsiasi attività di insegnamento intenzionale e questo vale anche in caso di disabilità. Per questo è importante sottolineare che ogni alunno, anche con disabilità grave, e la sua famiglia hanno diritto a ricevere una valutazione secondo i risultati dell'azione educativa e didattica svolta a scuola.

La valutazione precede, accompagna e segue i percorsi curricolari. Assume funzione formativa, di accompagnamento dei processi di apprendimento e di stimolo di miglioramento continuo, come si legge nelle *Indicazioni del curricolo*, avendo come oggetto il processo di apprendimento, il comportamento e il rendimento scolastico. La valutazione avviene in base al *Piano educativo individualizzato*, nel quale vengono indicate le attività formative, a favore dell'alunno con disabilità. Per questi i, la valutazione è strettamente correlata al percorso individuale e finalizzata a mettere in evidenza il progresso dell'alunno. Il presente contributo vuole porre in evidenza come una valutazione per competenze possa essere inclusiva 'per tutti e per ciascuno' attraverso le unità d'apprendimento inclusive.

Parole chiave: valutazione; disabilità; inclusione; unità di apprendimento.

1. Introduction

Assessment in the national education and training system focuses on the process of education, training and on the learning outcomes of students. It has a formative and pedagogical purpose and contributes to improving students' learning and educational achievement. It promotes the development of personal identity and each individual's self-evaluation in terms of acquiring knowledge, skills and competences. In terms of school, "to assess" means to know and acquire elements related to the learning-teaching process and, consequently, to assign a specific value to the goal achieved, for example student's learning, and to the path taken to achieve it, the teacher's teaching.

The situation is more complex in the case of students with disabilities, whose cognitive potential is not always immediately apparent, but must be discovered and brought to light before it can be assessed. Nevertheless, assessment is a 'right', enshrined in law, for both able-bodied and disabled student. It is therefore a 'duty' for all teachers.

Our Constitution is very clear on this point: the article number 3 states that all citizens have the same social dignity and are equal before the law, without distinction of any kind "of sex, race, language, religion, political opinion, personal and social conditions".

So much so that the government is obliged to "remove economic and social obstacles which, by limiting the freedom and equality of citizens, prevent the full development of the human person and the effective participation of all working people in the political, economic and social organisation of the country".

There are three main ways of evaluation:

- 1) comparing a with him/herself
- 2) comparing a student's performance with that of the class
- 3) comparing a student's performance with the planned objectives.

The right to equality includes people with disabilities: inclusive assessment refers to the ways in which teachers and others involved in a student's education systematically gather information about the level of learning and progress in the different areas of their school experience. Assessment procedures, methods and tools provide the teacher with information to help him or her teach and develop cognitive learning.

Inclusive assessment is a shared responsibility: teachers, school staff, parents and students themselves may be involved in assessment procedures.

All students have the right to participate in educational assessment procedures through formative assessment which can support the learning process by providing information about learning so that interventions can be modified and adapted to individual instructional situations and corrective strategies can be activated in a timely manner.

This evaluation is aimed at improving the learning-teaching process in order to guide further development. It does not provide information on performance. It can be considered as a pedagogical operation that, through the development of the teacher/ relationship and the comparison between s, pays great attention to both individual and collective learning processes.

2. Why assessment is important for the inclusion of students with disabilities in the educational system

The inclusion paradigm has highlighted the needs of s with special educational needs (SEN) regarding their right to active participation and to develop their potential, with the aim of being able to achieve educational success for each individual.

This paradigm is based on a global vision of the person and is in line with the biopsychosocial model of the International Classification of Function, Disability and Health (ICF) of the World Health Organization. (OMS, 2002).

In order to be able to respond to the systemic complexity inherent in today's school context, the teacher must have multiple competences that can contribute to the definition of the identity of an educational professional capable of finding the most appropriate strategies and methodologies with a view to improving learning processes.

The presence of student with special educational needs represents a valid opportunity to rethink and renew the teaching action for the benefit of all; it also represents an opportunity to improve teaching and assessment paths.

Among the many competences that he or she must possess, the one which is related to evaluation procedures plays a fundamental role.

The teacher's evaluative culture represents a very important factor for including or excluding students with disabilities in the learning process. (Ianes D., Cramerotti S., Fogarolo F. 2021).

For this reason, assessment must be managed appropriately, as it can facilitate, support the inclusive process or it can be an obstacle.

In practice, an inclusive school context is one that fully recognises and values all differences and does not limit itself to looking only at those with special educational needs, since it implicitly establishes that all students are "equal".

That is why, it becomes necessary to look at assessment by going beyond the logic of controlling, measuring and verifying to activate, on the contrary, a logic capable of promoting reflective, formative and transformative processes. It is a fundamental space for reflection in a school that is

attentive to the needs of each individual: it is the collector of the entire project cycle. (Miur 2018b, p.6)

European documents have recently been developed in this direction, such as Reaching out to all learners (International Bureau of Education UNESCO), we can find several interesting documents, in particular the 2nd Guide, leading inclusive school development, which supports headteachers and other senior staff in reviewing and developing their schools.

Implementing an inclusive assessment becomes a fundamental prerogative of the teacher, as the dynamics involved are a building block for all s to perform to the best of their abilities.

It means being able to transfer the assessment of learning and behaviour by supporting the potential of each, ensuring that students with the greatest difficulties are given a value that highlights their wholeness and values what they can do rather than what they cannot do, stimulating their participation in a school context that can be a facilitator rather than an obstacle.

This inclusive assessment process must be the guarantor of a multiplicity of experiences that can place each in the optimal conditions to acquire mastery of the content and the educational path planned.

For this, inclusive assessment from a bio-psycho-social perspective, as expressed in Decree Law 62/2017, offers the possibility of developing metacognition and self-regulation to acquire skills, knowledge and competences for each, with their own strengths or points for improvement.

This decree confirms the principle that formative assessment, in order to document the development of the personal identity of each one, promotes the self-assessment of each person regarding the acquisition of knowledge, skills and competences: every educational institution must be able to certify the acquisition of the competences progressively acquired by each student, also in order to facilitate orientation for continuing to study.

Students with recognised disabilities are assessed according to

1. behaviour
2. disciplines
3. on the activities carried out on the basis of the documents provided for in article 12, paragraph 5, of law no. 104 of 1992, the individualised education plan.

The competences of a disabled student must be certified in relation to his individual education plan, according to article 9 of Legislative Decree 62, in which the individual class councils may take measures to define, concerning the disabled student, the levels of competences to be considered as attainable objectives, which must be in conformity with his individual education plan.

Students are assessed taking into consideration the results obtained during the period.

These assessments must, of course, be in relation to the personalised objectives set out in the educational and teaching programmes of the individual class councils to which the IEP specifically refers.

Again, from a bio-psycho-social perspective, inclusive assessment generates a process of self-evaluation, insofar as it makes constant use of formative feedback, which must be explicit, focused on the use of strategies rather than on the ability or engagement of the, appropriate to the complexity, and through which fundamental information for the development of future learning will be offered (Mitchell, 2018).

3. Personalising and individualising the assessment process for s with disabilities

The evaluation process is essentially a pedagogical fact that requires conscious choices to be made about the educational process. It is situated in a specific project, in a context and in a plan that has defined its objectives, rules and limits. A particular way of thinking about assessment is always a reflection of a particular conception of teaching and learning, it cannot be seen as a purely technical or docimological problem of teaching methods (Castoldi, 2009).

The term "assessment" refers to two closely related processes: measurement and actual assessment (Vertecchi, 1993). The first moment privileges a quantitative approach and consists in obtaining data according to criteria of certainty; we then proceed to the interpretation and qualitative description of the data obtained according to the criteria made explicit (Notti, 2010).

It is undoubtedly a complex process that aims to give value to educational and training activities. It cannot be a standardised and algorithmic procedure that often takes away responsibility.

Among the various functions of assessment, there is the orientative and formative function, which aims to promote the student's self-knowledge and ability to make autonomous choices. It is a moment of formative growth to foster greater awareness and capacity for self-evaluation.

According to Barbier (1977) it represents a privileged instrument for regulating educational action and identifying appropriate changes.

The purpose of evaluation is essentially twofold: on the one hand, to establish a correct and transparent relationship with families and students and, on the other, to enable the school to control the planning identified and the teaching process activated.

Evaluation is also a tool for teachers to control their work, as it provides evidence and criteria for optimising, reformulating and redefining the didactic paths followed, the methodology chosen and the content proposed.

It has a "diagnostic" function to determine the starting level of the and the class in a given area. This type of assessment is carried out at an early stage, through entrance tests, and can provide information about needs, difficulties and the possibility of the use of appropriate materials and tools for the development of students' learning.

The function of summative assessment is to document the written, oral and practical tests. It combines different assessments of knowledge, skills and competences. (Parmigiani, Boni e Cusinato, 2018).

This term does not mean the simple awarding of a mark, although this is the most recognised method, but can also be represented by a simple written comment by the teacher.

Summative assessment follows the logic of control in an approach called assessment of learning. This type of assessment makes learners understand more about what they're doing and become aware of their own cognitive processes.

For these reasons, assessment becomes a fundamental element in the teaching-learning relationship (Trincherò, 2018).

A "formative" function to evaluate the learning process and promote the development of competences and a "summative" function to verify and certify the acquisition of knowledge and competences and to determine the exit profile of a class or a school year.

This type of assessment recognises students' identities as learners, each with their own mental processes, times and interests. (Minello, 2006). It ensures that meaningful learning is promoted, that learning processes are taken into account, and that remedial action is taken when necessary.

The role of this type of assessment is to accompany the learner through the different stages of the

process and to provide a double feedback to the learner and to the teacher on the development of the learning process. (Scriven, 1967; Parmigiani, 2016).

Galliani (2011) argues that formative assessment, although it is present, looks far ahead, has its gaze on what is in the process of becoming, describing and measuring the transformations towards a goal considered 'good' or 'better'. This is a matrix of all values that should inspire education.

Equality registers differences, equity acts through a broader framework of efficiency, effectiveness and quality. If this were not the case, there would be no social determinism, which, on the contrary, any educational system must avoid in order to come as close as possible to a concept of equal opportunities for all.

Don Milani (1967) remains as relevant and authentic as ever: "A just school cannot limit itself to rewarding and gratifying ability, because it is no advantage to belong to a socially disadvantaged family or to have a good genetic make-up". A just school must seek to ensure that all students have the right to a complete education and to the full development of their abilities, and must aim to reduce inequalities, or at least to reduce them.

When thinking about special educational needs, the concepts of equity and justice lead to two further concepts: individualising and personalising. Following Law 170/2010 on people with specific learning disabilities and the introduction of the Ministerial Directive of 27 December 2012, greater emphasis has been placed on a teaching approach that can meet the educational needs of each individual.

As Baldacci (2006) suggests, these two terms should be seen as having opposite but complementary functions, as both trigger processes whose aim is to increase the learning potential of the student. The first aims to promote basic knowledge so that all s can be placed on a level playing field; the second purposes to enable each student to achieve his or her personal goals by valuing differences and ensuring that they do not turn into further inequalities.

The new Individualised Educational Plan (IEP), introduced by art. 12, paragraph 5, L. 104/92, recently developed with the corrective provision Decree-Law No. 182 of 29/12/23, is the tool for the integration of the disabled, as it takes into account not only learning, but also social participation from an inclusive perspective.

When individualisation is assessed, a path is evaluated which involves different times, strategies and methods, but which tends towards a single goal. It is therefore inevitable that reference is made to conceptual models of performance deemed desirable and/or acceptable. Evaluation in this case tends to privilege the quantitative, measurable aspect through the use of structured and semi-structured tests.

Personalised teaching adapts the didactic-disciplinary offer and the relational methods to the specific nature of each individual. It makes use of numerous methodologies and teaching strategies with the aim of developing meaningful learning and educational success for each.

Each student achieves his or her own personal goal and this is based on his or her potential. In the case of personalisation, the success of objectives is based on the adaptation of the teacher to the individual characteristics of the student, taking into account the learning style of each and the use of remedial activities useful for the strengthening of certain skills or the development of specific competences (Perla 2013).

The aim is to use methods during the assessment process that allow the with the greatest difficulties

to be able to demonstrate his or her level of learning, through the application of compensatory and dispensatory measures.

Personalised assessment, on the other hand, mainly aims at making students aware of their own talents and potential. In this case, the evaluative action is characterised by another peculiarity. It becomes democratic because it allows one to co-construct one's own evaluation through awareness and consciousness of what has been done and what remains to be done.

In this context, evaluation is essentially qualitative and becomes a point of reflection on the experience in progress. Personalisation aims to be able to guarantee potential and aptitude, adapting educational goals to the predictions of success that are considered formulated for each, with the aim of diversifying pathways, starting from the cognitive characteristics of each (Rondanini, 2019).

We find this process in the new models of the IEP, where the evaluation criteria and the expected results are made explicit after the educational intervention that has been implemented.

The objectives, competences and skills related to the different disciplines included in section 8 of the IEP model are defined through the personalisation of what is assessed.

According to Ianes (2021), defining personalised content does not necessarily mean listing all the activities that will be carried out during the school year. It can both be part of the teacher's or lesson's planning and provide a serious, objective basis for personalised assessment.

It is therefore inevitable to refer to conceptual models of achievement that are considered desirable and/or acceptable. Through the use of structured and semi-structured tests, evaluation in this case tends to privilege the quantitative, measurable aspect.

Personalised assessment, aimed primarily at making students aware of their own talents and potential. In this case, the evaluative action is characterised by another peculiarity: it becomes democratic because it allows one to co-construct one's own evaluation through awareness and consciousness of what has been done and what remains to be done. In this context, evaluation is essentially qualitative and is a point of reflection on the current experience.

The challenge for assessment in schools is therefore to do the following "is not to find out what the student knows, but what he or she does with what he knows" (Wiggins, 1993, p. 24).

The school must be able to recognise the value of the merits of each of its student, and for this it must create mechanisms that are individualised and not standardised.

It is a continuous and complex process, based on systematic observation and the collection of multiple indicators. It is not simply reduced to the assignment of a numerical grade at formalised verification or "score" certification moments at the end of the four months or the school year.

The process of "measuring" learning and behaviour is only one of the evaluative actions: according to the "didactics of competences" panorama, assessment of learning becomes assessment for learning, understood as a resource for guiding and promoting the learning process.

It, at the beginning of primary school, takes on a more global, everyday form and focuses on the observation and improvement of students' personal progress, in the following years and then in secondary school, while always taking due account of the global maturation process, gradually pays more attention to the detection of real subject competences and the achievement of set levels.

Similarly, as both the specific objectives and the expected outcomes become more complex and articulated, moments of verification become progressively more frequent.

Teachers are responsible for the assessment and the maintenance of the documentation, as well as for the choice of the relevant tools, according to the criteria decided by the Teachers' Council.

Intermediate and final periodic assessments must be in line with the aims and objectives set out in the curriculum.

Assessment precedes, accompanies and follows the curricular pathways: it activates the actions to be taken, adjusts those already begun, takes a formative action, accompanies the learning processes and stimulates continuous improvement.

For this reason, it is necessary to ensure that students and families are informed in a timely and transparent manner about the criteria and results of the assessments carried out at the different stages of the school career, in order to constantly promote their participation and co-responsibility in education, distinguishing roles and functions. In the school context, evaluation refers to the learning process, behaviour and performance of students.

Article 4 of Ministerial Decree 172/2020 deals with the assessment of students with disabilities and specific learning difficulties in relation to the objectives of the individual education plan drawn up in accordance with Legislative Decree No. 66 of 13 April 2017

It confirms the principle that formative assessment, to document the development of each 's personal identity, promotes the self-evaluation of each with regard to the acquisition of knowledge, skills and abilities: each educational institution must have the capacity to confirm the acquisition of the abilities that each gradually acquires, also to promote orientation for the continuation of study.

The students s with recognised disabilities are assessed according to

- behaviour
- disciplines
- the activities undertaken on the basis of the individual education plan.

Article 9 of Decree 62 states that the certification of the abilities of a disabled must be consistent with his/her individual training plan.

The results obtained during the period are taken into account when evaluating our student. These assessments must, of course, be in relation to the personalised objectives indicated in the educational and teaching programmes of the individual support teachers to which the IEP specifically refers.

Assessment has a formative function, accompanying the learning process and stimulating continuous improvement. It has as its object the process of learning, the behaviour and the performance in school. It expresses the autonomy that is inherent to the teaching function, both in its individual and collegial dimensions, as well as the educational autonomy of the schooling institutions. The Teachers' Council defines methods and criteria to ensure homogeneity, fairness and transparency, in accordance with the principle of freedom of teaching.

The assessment of s with disabilities is based on three general principles:

1. The right to be educated and taught is also sanctioned for students with disabilities by Law 104/92, which states that "The right to education and teaching of the handicapped person is guaranteed in the sections of the nursery schools, in the ordinary classes of the schools of all levels and in the university institutions (art. 12/2 Legge 104/92)".
2. Students with disabilities are always evaluated in relation to their I.E.P. The assessment of learning is an indispensable part of any intentional teaching activity. This is certainly true in the case of disabilities. For this reason, it is important to emphasise that every student, even those with severe disabilities, and their families have the right to a serious assessment of the results of the educational and didactic activities carried out in the school.
3. Assessment is the task of all teachers and is based on the I.E.P., which is the reference point for

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educational activities in favour of disabled student (Law n. 104/1992 art. 16, paragraph 1, Guidelines August 2009).

In fact, the evaluation of the learning process of disabled student is based on the potential of the person, on the initial learning situation and on the levels defined in the individualization of the training and learning pathways.

All teachers are not only co-responsible for the class and for the disabled student, but they are also co-responsible for the implementation of the I.E.P. and have the task of assessing the results of the didactic-educational action; for this reason, the assessment can never be delegated to the support teacher alone.

4. Learning units for competence development.

According to the "Moratti reform", there is the introduction into the school system the learning units (UDA) as a design and methodological tool that falls fully within the pedagogy of doing. It institutes the basis of school learning and represents the fulcrum of a new methodological approach to teaching, an important tool to be implemented according to the personalisation of learning paths and the development of inclusive didactics.

The student and not the teacher, are at the centre of the learning unit, and the teacher's task is to organise the work according to a "reality task" within which the class must orientate a project centred on the development of a series of well-defined skills.

Students are encouraged to produce, individually or in groups, a tangible or intangible product (brochure, artefact, etc.). In this way, they make use of knowledge and skills that they already possess and acquire new ones through their work.

This method of teaching puts the student's interest at the centre, rather than the teacher's. It represents a great opportunity to train the person in a holistic way, without limiting itself to the mere transmission of information, through the development of transversal skills, and by using a didactic method, also laboratory-based, which puts the skills and their development at the centre, through a path followed by the student in an autonomous and interdisciplinary way.

The student's active participation is not limited to the role of listener: individually or in small groups, they construct their knowledge with the help of different, innovative tools, also from a technological point of view.

These plans can be of a multidisciplinary nature, characterised by the sharing of a final competence based on the various disciplines.

By sharing the content and competences brought by the different disciplines, the broadens his horizons, acquires new knowledge and skills, and no longer sees learning as limited to the school context, but as applied to real life.

Each teacher can help to achieve a common goal through his or her teaching: to do this, collegial planning is fundamental and necessary to identify a coordinated, shared and intentional intervention to be developed.

According to the pre-established plan, each teacher carries out his or her task during his or her curricular period.

Planning through learning units is clearly a more complex process, requiring more flexibility and modifiability during its implementation in response to students' performance and their evolving path in developing the project. This new *modus operandi* combines various methods that are not only

inductive but also cooperative, stimulating the creativity of the individual learner by inviting him or her to participate and take the initiative in developing the competences acquired in a concrete situational context. The assessment of these competences is linked more to the analysis of the course than to the final outcome of the project. It assesses the real participation of each individual learner and, above all, the concrete application of the competences in a situational context.

The UDAs make it possible to work on the development of competences, to be able to make effective and active use of the knowledge gradually assimilated by integrating it with that coming from other fields of knowledge or from technical competences.

For this reason, when we talk about learning units, we refer to the "pedagogy of doing" with which we work in terms of competences. This means making active and concrete use of the knowledge gradually assimilated, integrating it, where appropriate, with knowledge from other fields of knowledge and technical competences.

This approach to teaching recognises the inadequacy of the frontal lecture and refines it by means of activities that enable the to put into practice what he or she has learnt. The student's focus will be on the acquisition of skills rather than on the acquisition of theoretical content. Designing for UDA requires a collaborative school environment where active participation is encouraged through laboratory and interactive activities and where self-assessment of learning is encouraged through teaching focused on transversal and operational skills.

Learning units can be proposed to students at any level of education: this didactic approach can be varied according to primary or secondary school contexts, first or second year, by intervening in the choice of macro-theme, the type of activity and the skills to be developed.

The main advantage of learning units is the development of competences: since competences are made up of skills and knowledge, they can also be used to check and evaluate learning. The added value is that the skills and knowledge are contextualised, applied to a problem, acted upon, and thus acquire meaning and significance in the eyes of the learner and have a greater chance of being remembered and consolidated.

Another advantage is that the teacher has the opportunity to assess not only whether the learner has acquired the knowledge and skills, but above all whether he knows how to use them, how to relate to others to complete a task, how to act autonomously and responsibly.

The choice of the macro theme is the basis for starting the course: the class needs to be familiar with the topics previously presented, to have consolidated the prerequisites needed to master the content and to be able to work autonomously in the planned work.

The topics must not be trivial or too far from the student's background, because in both cases it would be rather complicated to have the expression of their creativity and competence.

For these reasons, the activities must be adapted to the learners' abilities. It is possible to vary between workshop and problem-solving phases, maintaining the playful aspect for the younger ones and stimulating the critical aspect for the older ones. The main objective is to establish a well-defined set of skills that reflect the gradual cognitive and relational growth of the as he or she progresses along his or her learning path from one school year to the next. The will use different teaching methods during the course of the Uda, including

- inductive methods, from the experience to the abstraction, starting from the observation.
- laboratory methodologies, in which the acquires knowledge in the context and in the use of tools

- cooperative methodologies, in which working together in a group is an opportunity to develop a potential zone of development in which all the students can enrich their skills.

The use of learning units within the school curriculum aims at developing competences and also serves as a means of verification and assessment. Through the Uda, skills and knowledge are contextualised, they are no longer abstract, but are put at the service of a problem. In this way, they acquire meaning and significance in the eyes of the and are therefore easier to remember and consolidate. (Da Re, F.2013).

A further advantage is that the teacher has the opportunity not only to assess whether or not the student has acquired the knowledge and skills, but also whether he/she is able to use them to complete a task in an autonomous and responsible way. The evaluation of the unit will be carried out through process observations such as commitment, consistency, motivation, ability to identify problems and propose hypotheses for solutions, ability to link information and product analysis such as consistency with delivery, completeness, accuracy and effectiveness.

5. The inclusive learning unit

The juxtaposition of inclusion and competence may seem paradoxical. The first concept refers to the idea of a welcoming school that takes care of every, paying particular attention to those who are at the bottom of the ladder, to those who are struggling and have difficulty keeping up with their peers (Scapini, Da Re, 2014) the second concept recalls the idea of excellence, of academic success.

The national regulatory interventions of recent years have reopened the debate on the state of integration of students with disabilities in Italian schools.

The national curriculum guidelines of 2012 and those reformulated in 2018 have refocused attention on the definition of school curricula where each student can find a space for growth, where he or she can express his or her potential in the school experience, with all its specificities.

This requires a reorganisation of the classroom, teaching and learning environments, where all learners can find a place and contribute with their skills and abilities. The development of competences requires the use of flexible and varied teaching methods so that students can cooperate, compare and discuss problems in the context of experience.

It provides an opportunity to solve problems, to reflect, to make choices, to create tangible and intangible products that allow experimenting in activities that develop knowledge, skills and competences.

One of the main tools for implementing inclusive education is therefore the inclusive learning unit. When dealing with issues related to the potential development of learning processes, the main reference is Vygotsky's studies, according to which: every psychic function can be observed first as the result of an activity carried out between people and then as an activity mastered by the individual working alone. (Cottini, 2019).

Ministry of Public Education has introduced the learning unit in order to make the school system more inclusive: this means that student with disabilities can develop their knowledge, skills and competences during their school career. Competency-based education is based on the anthropological model of ICF. Its main goal is to make all learners as autonomous and responsible as possible. The teacher's role is to create the personal and environmental conditions that are conducive to learning, especially life skills. This teaching method, without being limited to the mere transmission of information, places the student's interest at the centre and is an opportunity for

personal development. It is an opportunity for individual formation, without being limited to the mere transmission of information.

Through cognitive stimulation, implemented with the development of transversal and workshop skills, the acquires greater autonomy, self-efficacy in his or her cognitive and relational development, responsibility and autonomy. The latter has a fundamental ethical value: autonomy is not just the ability to deal with situations on one's own, without anyone telling us what to do or how to do it, but is something much deeper that we can find references to throughout the history of thought, from antiquity to the present day. Autonomy is about giving personal meaning to what you do, rather than letting mere habit or fear of authority or punishment dictate what you do. Autonomous behaviour is always determined by a choice that lies in the awareness of the action: That is why autonomy should be accompanied by responsibility. Autonomous action means taking responsibility for the task that has been set.

The inclusive learning unit is able to generate motivation for skills, knowledge and subject content. It, therefore, represents a personalised implementation of the curriculum where the curricula objectives included in the IEP and the assessment rubric attached to it determines the competence certification profile.

The bio-psycho-social perspective is used to identify learning goals. For each of these objectives, knowledge, skills and evidence are refined to translate bodily functions and structures, personal activities, social participation, environmental and personal contextual factors into learning actions. Knowledge is constructed in a guided and gradual but at the same time autonomous way through the use of the learning unit and the active participation of the learner. It is calibrated in relation to the learner's zone of proximal development. If necessary, it uses varied and innovative tools, also from a technological point of view.

Taking into account the possible difficulties in the implementation of the design, the hypothesised path can be readjusted in accordance with the contingent needs of the student. If the proposed activity is too complex or too simple for the learner and he or she is not able to succeed, there is a high probability that a learning block will occur.

The quality of the task and the characteristics of the subject are closely related. If the task is too complex for the learner and the learner cannot succeed, a learning block is likely to occur. However, the teacher must not make the opposite mistake, i.e. propose activities which are difficult or make the opposite mistake of suggesting activities that are easy. For this would be a waste of the great potential that teaching has for the stimulation of certain internal processes of development. Teaching is only useful if it goes beyond the current level of development. It must lead the to engage in activities that will allow him to surpass himself (Cottini, 2019).

Consequently, the teacher must focus on the amount of support needed, without overdoing it and risking substituting him/herself for the, inhibiting motivation and diminishing the sense of collaborative intervention. The inclusive teacher creates the scaffolding which guides, but does not dictate, the solution to the problem and helps to acquire new cognitive resources. For all these reasons, the use of an inclusive learning unit can support our students with disabilities in the development of their skills and abilities, not only in school, but also in their lives.

Conclusions

One of the strengths of our educational system is the inclusion of students with disabilities. Indeed,

the Italian school wants to be a welcoming community where all learners, whatever their difficulties, can experience individual and social growth. In the school of autonomy, their full integration is a goal that requires intensive and articulated planning.

Evaluation is a fundamental action in the educational process: the phase of critical examination, reflection and rethinking of the planned intervention. It can provide indispensable information in order to understand how to adapt the training environment in accordance with the objectives set. (Notti, 2014). It is a set of activities and checks on the learning and learning paths that are achieved in a continuous practice aimed at detecting the ability to generalise and transfer the acquired skills, that should not be considered only at the end of the school year.

It operates at the level of the micro-system in that it is linked to the various educational pathways linked to the Individualised Education Plan, so that these pathways can be realistically meaningful for the with disabilities.

Evaluation for students with disabilities, understood in the dual operation of measurement and evaluation, precedes, guides and follows educational pathways, activating the actions to be undertaken, regulating the ones started and promoting the critical evaluation of the ones completed. (Domenici, 2005; Chiappetta Cajola, 2008)

Through the educational co-responsibility of all teachers and taking into account the plurality of differences present in the classroom, it is possible to place the assessment of learning of learners with disabilities in a broader context, that of inclusive assessment, which takes into account the design of learning units and the improvement of inclusive processes. Inclusive design is therefore a prerequisite for achieving the certification of the competences of all learners.

Consequently, all teachers are called upon, within the didactic and evaluative process, to realise micro-designs that take into account the learner's zone of proximal development, that have a high probability of success, that are "respectively appropriate to the context, consistent with the individual and collective goals pursued, and capable of producing the desired effects" (Domenici, 2009, p. 19).

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