

Valeria Damiani, Franco Passalacqua, Irene D. M. Scierri, Alessandro Oro, *Teacher assessment literacy and learning recovery: an exploratory study in upper secondary schools*

In the Italian educational context, addressing learning gaps and preventing school dropout are top priorities. This exploratory study, part of the “Formative Assessment and Learning Recovery” project in the Autonomous Province of Trento, aims to map teachers’ assessment competences (assessment literacy) and their conceptions of assessment. Furthermore, it investigates how upper secondary schools organize and implement remedial tests for students with learning deficits.

A questionnaire was administered to a sample of 481 teachers from 20 secondary schools. Data were analyzed using descriptive statistics, ANOVA, and mixed-effects models to estimate the variance at the school level. The findings indicate overall good levels of assessment literacy among teachers, particularly in direct assessment actions like formulating objectives and designing tests. However, a lack of proficiency was found in basic statistics and measurement. A conception of “assessment for learning” predominates across the sample. Regarding remedial practices, while test design and criteria definition often involve departmental collaboration, the analysis of results remains a largely individual task. Significant differences between schools emerged in the shared use of assessment criteria and the methods of providing feedback to students.

Future interventions should focus on strengthening data-driven assessment skills and promoting greater collegiality in the analysis of learning outcomes to ensure more effective recovery strategies.

Keywords: assessment literacy, formative assessment, learning recovery, secondary education, teachers' assessment competences.

Angela Piu, Silvia Testa, Cinzia Angelini, Martin Dodman, Anastasia Marini, *The development of summarizing skills in primary school children: first results of the research project “Today I summarize”*

The article presents the initial results of the research project “Today I Summarize” within which a didactic pathway aimed at developing the ability to summarize narrative texts was designed and tested. The conceptual framework guiding the study is based on the cognitive load theory and the 4C/ID model. The experimentation involved 30 students from two primary school classes, an experimental and a control one, at the “Luigi Pirandello” institute in Fonte Nuova (Rome) during the 2022/2023 and 2023/2024 school years. The results showed a significant improvement in the summarizing ability of the experimental group compared to the control group in the production of a summary, although there was no difference in the scores of the Summarizing Test. Future developments will include expanding the research to larger samples and educational contexts, with the aim of generalizing the findings and exploring the application of summarization skills in everyday and professional situations.

Keywords: summarizing ability, cognitive load, primary school, reading comprehension, cognitive processes.

Francesca Fioretti, Brit Svoen, *Enhancing teacher professional development through micro-credentials: emerging insights and challenges*

In recent years, micro-credentials have garnered significant attention at the European level. Structured as short, tailored learning modules aimed at developing particular skills and providing formal recognition to their users, micro-credentials represent a particularly innovative tool in the professional development of teachers within the Italian context. This initiative is framed within the Erasmus+ L2L MicroCred project, involving universities from Norway, Italy, Ireland, and Australia, dedicated to developing relevant micro-credentials to support adult education within a lifelong learning perspective. Drawing on a focus group and interviews conducted with teachers and key educational sector representatives, this contribution explores the emerging opportunities and challenges associated with employing micro-credentials to effectively foster teachers' continuing professional development in Italy.

Keywords: micro-credential, professional development, lifelong learning, Erasmus+.

Alessandra Boscolo, Elena Nardiello, Laura Landi, Sofia Bosatelli, *Teacher Professional Development in Impact Evaluation Research: a focus on the inquiry-based paradigm*

The article presents a scoping review of impact-evaluation studies on professional development (PD) for in-service teachers, describing how PD initiatives are characterised in this research field and examining their alignment with inquiry-based approaches, taking the Ricerca-Formazione (R-F) paradigm as a reference. The review identified 861 studies published between 2014 and 2023; after applying exclusion criteria, 159 articles were analysed following PRISMA guidelines. Findings reveal substantial variability and frequent gaps in how PD initiatives are described, which hampers efforts to investigate the quality of PD relating impact evaluation to the specific characteristics of the programmes. When mapped against the R-F paradigm key principles, most PD initiatives display only limited alignment. Contextual analysis and documentation-supported reflection emerge as the most frequently represented, whereas negotiated goals and structured teacher–researcher collaboration are seldom described.

Keywords: research-based, ricerca-formazione, impact evaluation, in-service teacher, professional development.

Gabriella Ferrara, Francesca Pedone, Carlo Rossi, *Italian validation and psychometric properties of the Short Self-Regulation Questionnaire (SSRQ): self-regulation in adolescence*

Self-regulation is a key transversal competence in educational, athletic, and social contexts. This study aims to validate the Italian version of the Short Self-Regulation Questionnaire (SSRQ), a widely used international tool for measuring self-regulation. The questionnaire was translated and culturally adapted using a back-translation procedure. It was administered online to a sample of 1,133 Italian young adults aged 17-22. Exploratory factor analysis confirmed a structure consistent with previous literature, although some cultural differences emerged in the factor organization. The SSRQ demonstrated good internal reliability and content validity. Findings support the use of the SSRQ in Italian educational and training settings, providing a reliable and efficient tool to assess self-regulation skills during late adolescence and early adulthood.

Keywords: self-regulation; self-regulation questionnaire, validation, self-assessment. questionnaire.

Laura Parigi, Maria Elisabetta Cigognini, Sonia Sorgato, *From curriculum design to teaching practice: misalignments and fracture points in shared mediation*

Curriculum design constitutes a crucial juncture for the quality of educational systems and is situated at the center of structural tensions between standardization and contextualization, normative prescription and professional autonomy. Within this framework, misalignments between the intended, planned, enacted, and assessed curriculum cannot be understood merely as technical discrepancies, but rather as indicators of the mediations that shape design processes and of their criticalities, particularly at the collegial level.

This contribution presents preliminary findings from a qualitative study conducted on a non-representative sample of 34 primary school teachers, aimed at investigating the “fracture points” between the school-level curriculum and individual planning. The analysis highlights recurring misalignments related to the formulation of learning objectives, their adequacy with respect to time constraints, contexts, and students’ learning levels, as well as their translatability into assessment practices. The adaptations enacted by teachers are predominantly individual and are rarely renegotiated in collegial settings, producing systemic effects such as the coexistence of parallel curricula within schools. The findings outline an initial map of critical points, which may support more conscious, shared, and reflective processes of curriculum alignment.

Keywords: curriculum design; curriculum alignment.