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ISPEF

DIDACTICAL TESTS

Didactical Tests are based on criteria of Science Education that can **stimulate, develop** and **test** the **abilities of children**;

A fundamental innovation of **Didactical Tests**, compared to psychological tests used until now, is that allow to assess skills and competencies acquired by children, into the educational context and into the teaching - learning relationship.

In fact, assessment necessarily takes into account variables:

- attitude of teacher;
- relationship between teacher-pupil and child-group;
- place of implementation and materials on hand;
- child and the family social context;
- needs, interests and abilities of children.

Didactical Tests, therefore, can be made by educators and teachers who attended a specialized course specifically for the application of these tools, directly analyzing and evaluating the variables in the educational context in which they operate.

Didactical Tests are educational evidence that can be scientifically evaluated and compared with other evidence (previous and futures), in order to create pedagogical assumptions, constantly tested in practice.

So, **Didactical Tests** are based on reliable, objective and valid evidences.

Another important difference between Didactical Tests and other kinds of tests used until now, is that is structuring in steps, levels and learning strategies based more on how the child processes and expresses the answers, rather than on the considering if what he says is right or wrong.

In addition, the structure in steps, levels and learning strategies allows to identify the real ability and mental processes used by each student.

So, Didactical Tests can detect what actually the child knows and uses it in a meaningful and creative way, eliminating the evaluation based on simple mechanical responses (such as quiz shows) and beyond the statistic conception of “score”.

Didactical Tests allows to analyze and evaluate the child for what he is and what he expresses, with a global learning involving all his personality.

Steps, levels and strategies, even if linearly ordered, are not captured and used by each child with the same way. It is looking at the development of ways and rhythms of acquisition and expression of skills, which can identify the location, methods and personality of the child who learns. From this identification we can construct psycho-pedagogical hypotheses for educational intervention and cognitive development.

*For more information about ISPEF DIDACTICAL TESTS
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