**Vytautas Magnus University**

# 17th of May

- **The correlation of learning purposes and assessment.**
- **Strategies of learning organization**
- **Kinds of assessment.**
- **Methods of learning achievements assessment**

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*VMU*
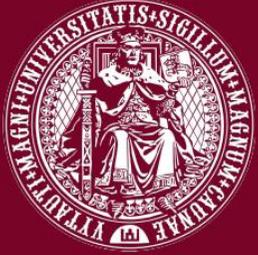
# The correlation of learning purposes, organization and assessment

PURPOSES

LEARNING ORGANIZATION

ASSESSMENT
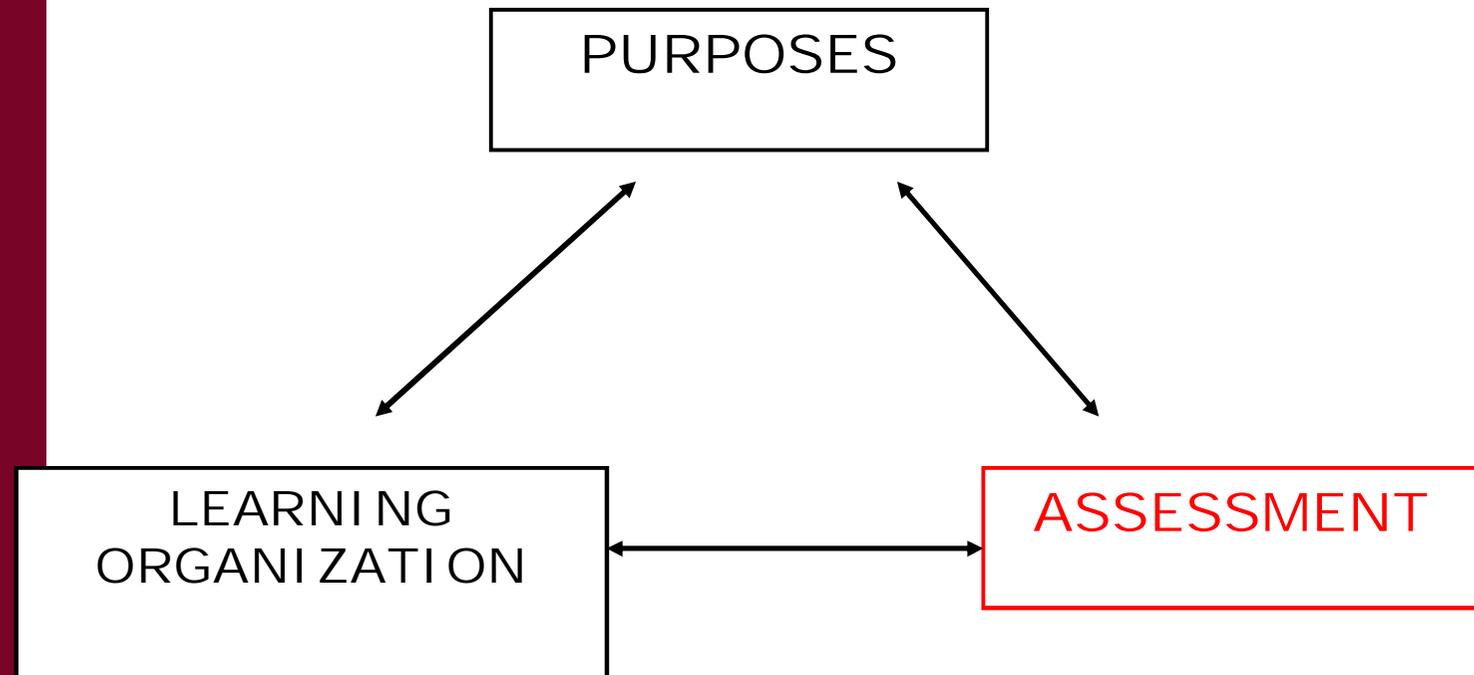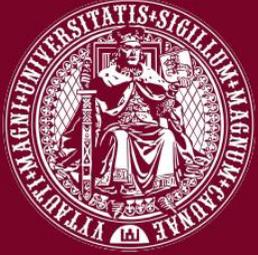
# Levels of Bloom taxonomy

- **KNOWING** – questions about facts
- **UNDERSTANDING** – demonstrating the understanding of conception
- **USING** – practical using, demonstration of understanding
- **ANALYSIS** – ability to open the correlation between different parts
- **SYNTHESIS** – ability to logical relate parts into integer
- **EVALUATION** – ability to solve and resolve in conformity with analysis and synthesis, to do conclusion and decision
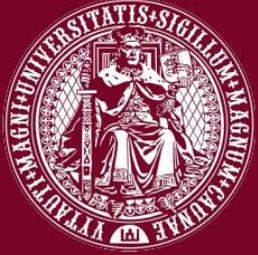
# Strategies of learning organization

Meta reflection

Division

Creative

Using (experimentation)

Researching

Practice

Saving and repeating

Imitation
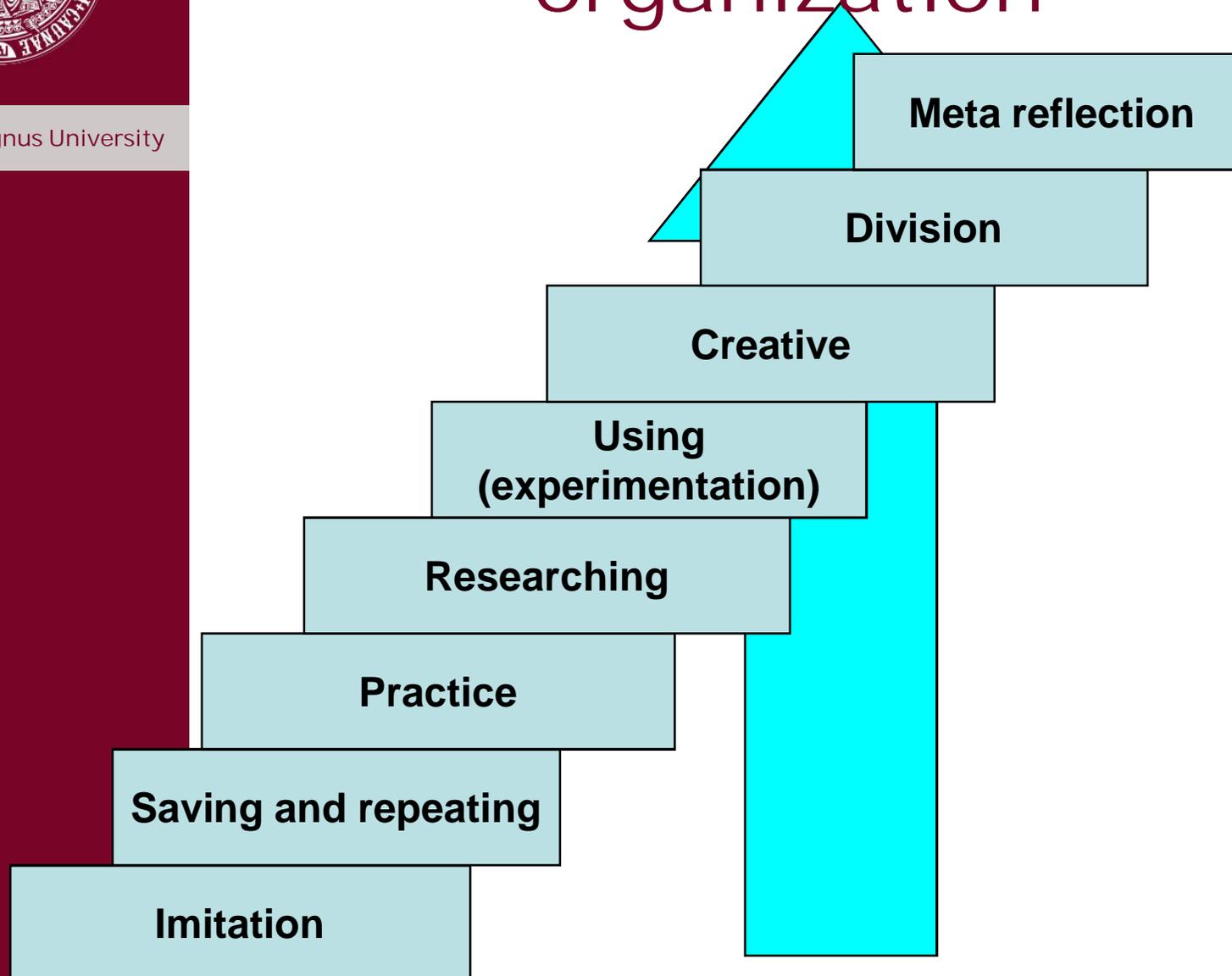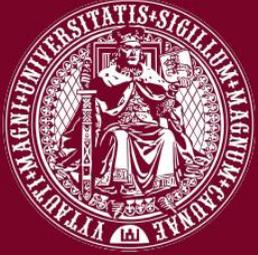
# KINDS OF ASSESSMENT

- Norm-referenced
- Criterion-referenced
- Formative
- Summaive
- Dignostic

*Kinds of assessment depends on purpose*
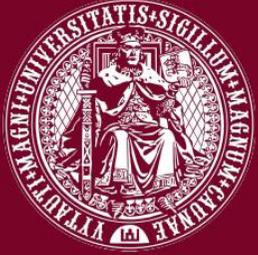
# KINDS OF ASSESSMENT

- *STANDARD* – the assessment when students achievements are comparing with each other. This assessment enables teachers to separate students depending on the level of students' achievements.
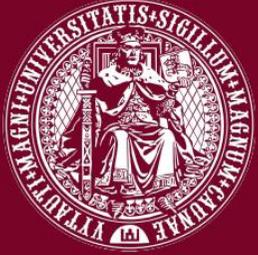
# KINDS OF ASSESSMENT

- ***CRITERION-REFERENCED -*** all students can get the best marks, if they meet requirements; all students can get the worst marks, if they haven't reached the requirements.

   Students should be informed about the criteria and assessment methods before the lecture starts.
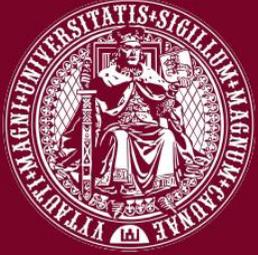
# KINDS OF ASSESSMENT

## *FORMATIVE*

- Done during the studies
- Diagnoses learning needs
- Shows learning progress
- Uses all possibilities (formal, non-formal).
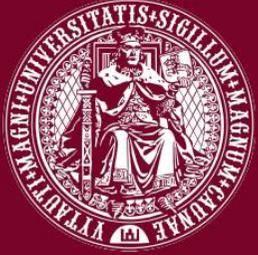
# KINDS OF ASSESSMENT

**SUMMATIVE:**

- At the end of studies
- Assesses the quality of individual student's work;
- Informs final results report
- Accentuates formal methods, which are effective and validate
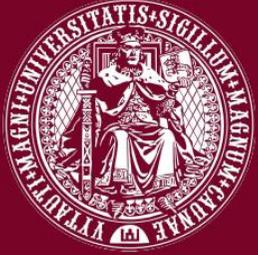
# KINDS OF ASSESSMENT

- **DIAGNOSTIC –** it is designed to identify diagnozis: *What you don't know*. The results show both weaknesses and strenghts of student.
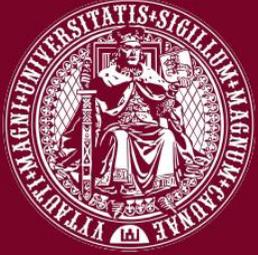
# METHODS OF ASSESSMENT

- PORTFOLIO;
- INTERVIEW;
- PRACTICAL ABILITIES ASSESSMENT;
- OBSERVATION;
- GROUP WORK;
- TESTS;
- PROJECTS

# PORTFOLIO

- *Whole information about learner's learning achievements;*

- *Learner's property, which can be shown or not to others;*

- *Positive achievements, remarks and comments which can be developed.*

# PORTFOLIO

## Purpose:

- *Stimulate student's self confidence and respect, and conception of themselves*

- *Helps student to understand, how to take a decision about achievements and know which criterion are used;*

- *Improve the programme of study and organization of activity, especially accent common abilities.*
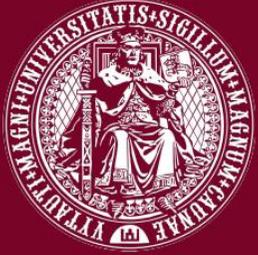
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# PORTFOLIO

*Parts of the portfolio:*

1. General information about student;
2. General information about subject of studies;
3. Assessment of student (accumulative);
4. Self knowledge assessment of student;
5. Student's library;
6. Examples of work;
7. Comments of lecturer.

# PORTFOLIO

***Methods, which are using to gathering the data:***

- **Formal examinations;**
- **Tests;**
- **Questions and answers;**
- **Interview;**
- **Contest;**
- **Project;**
- **Case study;**
- **Oral presentation;**
- **Practical test;**
- **Modelling the real situation;**
- **Examination in write with questions, using literature;**
- **Tests of schemes or graphs;**
- **Papers and others.**
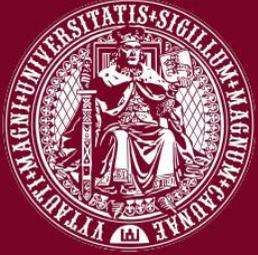
# INTERVIEW

- Universal method, which gives an opportunity to gain information about various learning aspects, not seeing direct activities motives, learners' experience, subjective attitude to phenomenon of life.
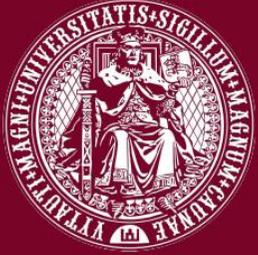
# TESTS

- It is set of questions and tasks designed to assess and measure person's knowledge, abilities. They are constructed according to specific rules.
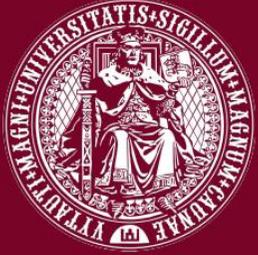
# ASSESSMENT OF PRACTICAL SKILLS

- The purpose of this assessment is to identify learner's competencies, gained during the practical work. It can be done after the practical activity.
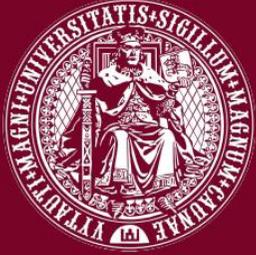
# Stages of the practical skills assessment

| Process | Aspects of assessment | Methodology of assessment | Learning strategy |
|---|---|---|---|
| Planning | Methodological competence/ skills of planning | Interview with references to criteria. Work experience assessment | Analysis of problem |
| Implementing | Implementation/ skills of activity | Observation of process and products | Solution of problem |
| Evaluation and correction | Skills of reflection | Interview with references to criterions. Work experience assessment | Identification of learning results, planning, future tools. |
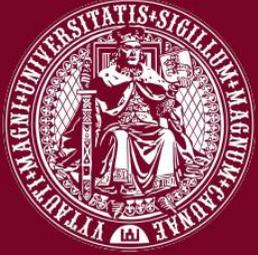
# OBSERVATION

- Purpose of the observation – to gather further information about student's achievements.

- Observation is done systematically. It is used during the interview and the practical competences assessment.
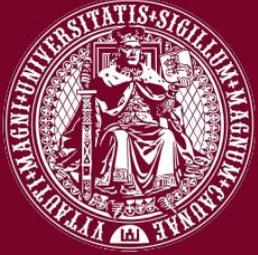
# GROUP WORK

**Developing social, personal and interpersonal skills:**

- *Cooperation with others;*
- *Management;*
- *Agreement of group tasks implementation and presentation;*
- *Help and consultation for learners;*
- *Assessment of others' work*
- *Openness, intelligence, fantasy, creativenness*
- *Trouble of quality*
- *Social responsibility, persistence*
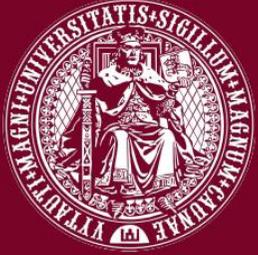
# PROJECTS

- Assessment of projects can be varied:
- – teacher or assessor assesses work during the project's implementation: fix, how are working in groups, what are the individual students' efforts, how difficulties are overcome and etc;
- – teacher/assessor provides final work assessment;
- – students assess themselves during the implementation of project;
- – students assess each other;
- – to discuss the results of projects, other groups, teachers are invited.
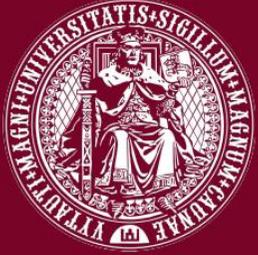
# The process of assessment should be divided into two parts

- – assessment of project's process;
- – assessment of achievements.

- *Implementing the project, more important is the process of work and skills, then results of work.*
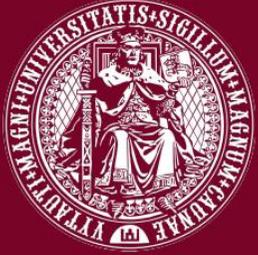
# FEEDBACK

**1. Feedback should be understandable for students. Teacher should know:**

- **What?** (*want to say);*
- **Why?** (*want to say);*
- **When?** (*it is the right time to say);*
- **In which?** (*environment to say)*
- ***Constructive*** feedback can be positive or negative.
- ***Criticism*** – negative feedback.
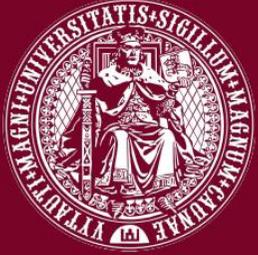
# Constructive feedback

- Can be positive or negative;
-  Feedback enables learners to get information about his/her behaviour, actions, influence on situation and other people;
- Feedback motivates learners to grow up, change and get all useful information , which can be important in the future.
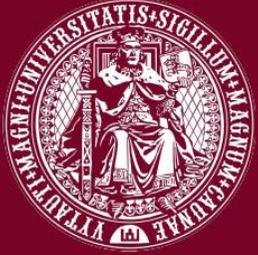
# Teacher's self-assessment

- <u>Autonomy (</u>*use of various methods)*

- <u>Responsibility (</u>*coordination of programme);*

- <u>Teacher's pedagogical duties</u> Preparation for the lecture *(presentation of material, interaction, communication, assessment)*