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Developing
Teachers' Evaluation
and Assessment Skills



Education and Culture

Leonardo da Vinci

THE ASSESSMENT OF LEARNING ACHIEVEMENTS

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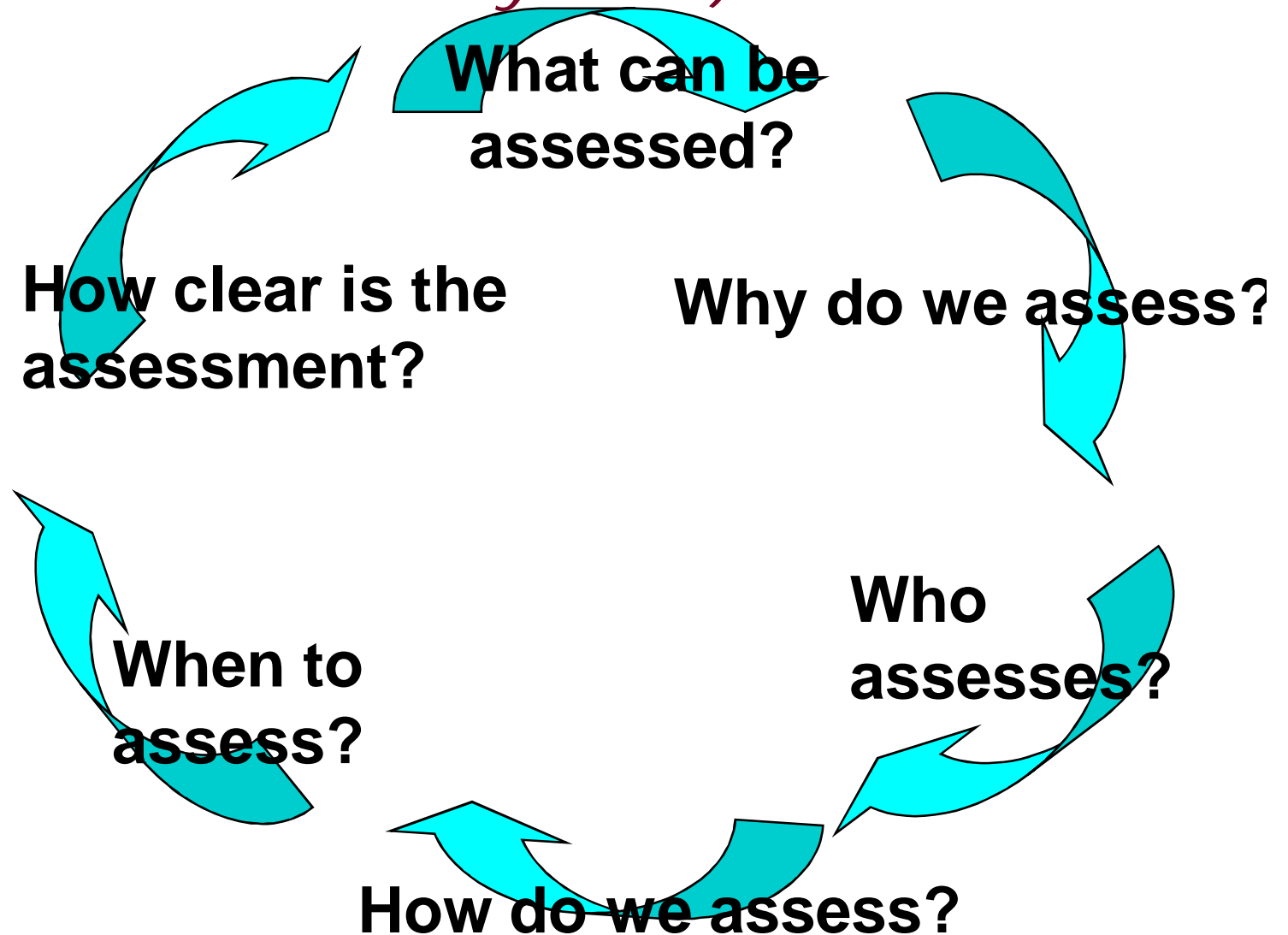
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STRATEGY OF THE ASSESSMENT (*components of the assessment system*)





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What can be assessed?

- **Process** – trying to assess the progress of learning
- **Product** – trying to evaluate the results
- **Attitude** – assessing attitudes towards content of learning



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Why?

Function of the assessment:

Diagnostic – helps to identify possibilities of development;

Formative – also used to aid improvement, to learn more effectively

Summative - used to give final learning results



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Who assesses?

- Institution
- Lecturer
- Learner



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How do we assess?

- Institution and lecturer give the purpose of the assessment, give the tasks, and evaluate the work.
- The learner can self assess "autonomic assessment"
- Friends and experts can also give assessment (it is very effective if criteria are clear).



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When do we assess?

	Processes		
Products	Before	During the course	At the end of the course
Knowledge			
Skills			
Attitudes			



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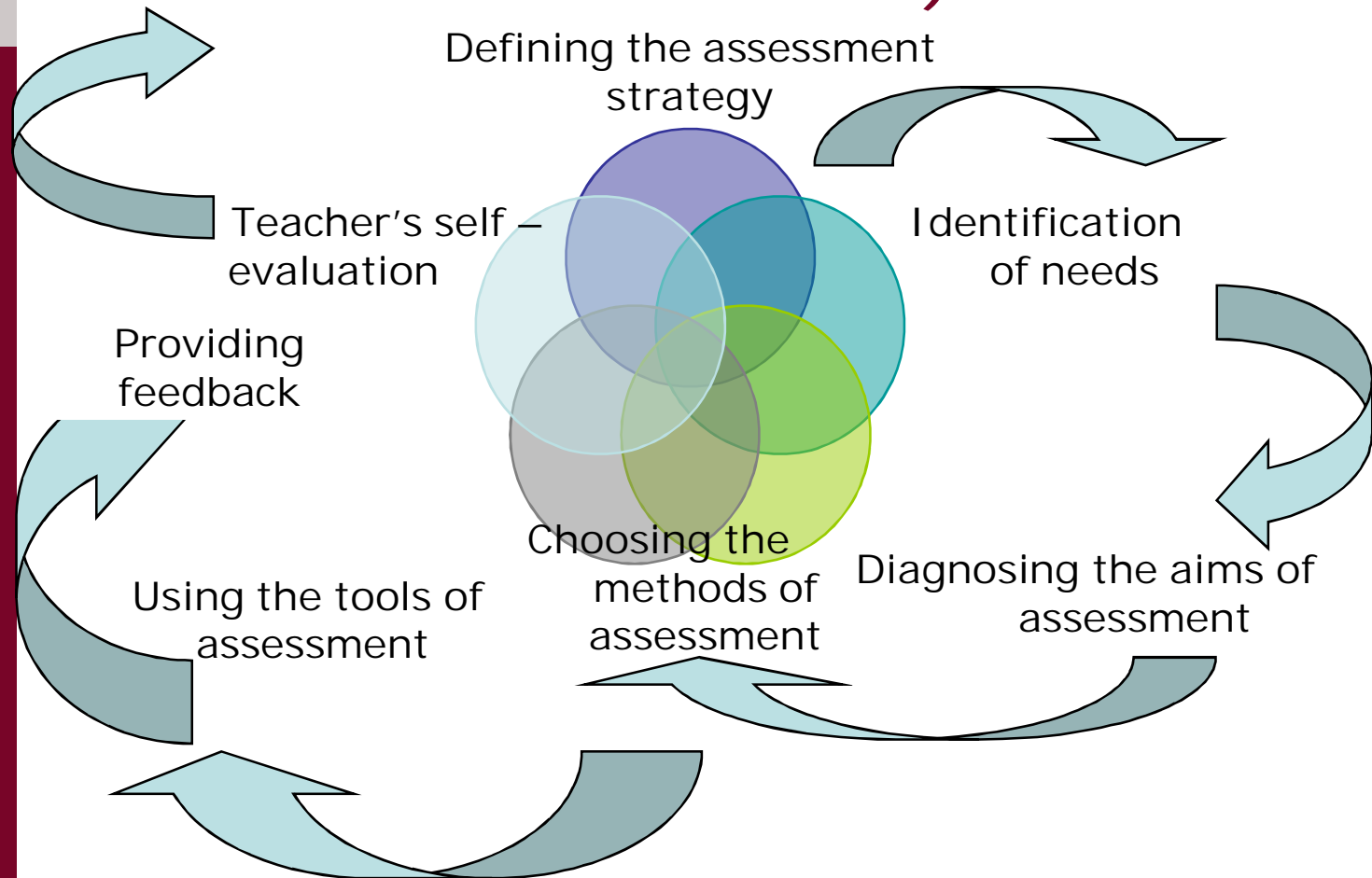
When do we assess?

- At the beginning (for diagnostic)
- Continuously (for motivation of learning)
- At the end for measurement of learning results)



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Process of assessment (Model of learning achievement assessment)





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Organisational requirements for effective use of assessment

- Clearly define the purpose of studies;
- Define and justify the criteria of assessment;
- Use of various assessment methods;
- Assessment not to depend on teacher's expectations;
- Students participate in reflection;
- Provision of feedback;
- Assessment embedded in quality assurance mechanisms