



Vytautas Magnus University



**Developing**  
Teachers' Evaluation  
and Assessment Skills



Education and Culture

**Leonardo da Vinci**

18<sup>th</sup> of May

- **PREPARATION AND USE OF ASSESSMENT TASKS;**
- **QUESTION TYPES IN TESTS;**

*G.GEDVILIENE*

*VMU*



# *Knowing*

- facts;
- some area technologies;
- some criteria;
- some methods ;
- principles and summary;
- knowledge about theories;
- knowledge about classifications and categories

Tasks can start with these questions:

- *What happened when .....*?
- *Where is .....*?
- *When .....*?
- *Name.....*
- *Compare .....*
- *Define.....*
- *Enumerate and shortly characterize ....*



# *Understanding*

- Trying to show what students should understand at the end of learning:
- translate, what they know;
- interpret what they know;
- describe, how they know that.

Tasks can be formulated:

- *Tell smth. in one's own words.*
- *Describe*
- *Which of the is ..... an example?*
- *Which of the propositions coincides with the information available?*
- *How do you explain the diagram?*
- *Give examples of wrong food storage.....*



## *Using*

- Trying to express the ability of using some theory or information in new situation.

Tasks can be formulated:

- *Show, how with reference ..... , can explain .....*
- *Explain, why it happens .....*
- *How can this phenomenon be explained, with reference to these principles?  
( natural science, social science, mathematics, literature)*
- *How do you use theory X trying to solve this problem?*



# *Analysis*

ability to resolve phenomenon or material into parts, showing interdependence; diagnose if students can analyse the phenomenon, correlations in the specific area at the end of studies

Tasks can be formulated :

- *Compare .....*
- *Contrast ..... with .....*
- *What are ..... important specialities?*
- *Classify.*
- *Using the single correlation of elements, make summary (induction)*
- *Define what mistakes you have done thinking about these themes*
- *What attitude would be better...*
- *Which theory should help solve problem x the best?*



# *Synthesis*

Trying to describe students ability to work with single parts, elements.

Tasks can be formulated:

- *Compose.....*
- *How would you check this hypothesis, premise, idea?*
- *How would you do..... ?*
- *Abstractions: define themes and models.*
- *With reference to summation, make particular conclusions (deduction)*
- *How do theories  $x$  and  $x$  cohere?*



# Evaluation

- Ability to argue, compare different attitudes and arguments, make decisions and etc.

Tasks can be started:

- *Diagnose, if ..... ?*
- *If ..... fits ..... criteria? Why does it fit, or not fit?*
- *Is ..... is successful..... example? Why is it successful, or not?*
- *By which criteria would you diagnose.....validity?*
- *How did you identify? Reason this.....*
- *Why do you think so?.....*



# Questions types in tests

- Yes/No (correct – incorrect) questions, where is only two possible options of answers;
- Tasks of right – wrong answers;
- Tasks of selection;
- Questions of choosing between several alternatives:
  - With one right answer of several.
  - With several right answers of several.
- Questions of choosing equivalent;
- Questions of short answers;
- Questions of long answers;
- Tasks of addition or finalization;
- Grouping tasks;





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# Types of tasks

Levels	Types of tasks					
	Long answers	Tasks of addition or finalisation	Grouping tasks	Tasks of selection	Tasks - situations	Propositions
Knowing		+	+	+	+	+
Understanding	+	+	+	+	+	+
Using	+	+	+	+	+	+
Analysis	+	+	+	+	+	+
Synthesis	+				+	+
Evaluation	+				+	+



# Self analysis

- *Why did events happen like that? What feelings stimulate my actions? Did actions combine with my purpose? Did actions determine the results, which had been expected? What does it mean for me? What is my interpretation and thinking? What are my considerations about what has happened?*



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## Stages of reflective learning :

- *Looking at oneself and consolidation of self-recognition.*
- *Analysis of situation, in which person is learning or working.*
- *Rising to the questions and challenges..*
- *Synthesis is related to new understanding and finding the activity meaningful.*