

Assessment – Grades Curricular reform

Davor Černi, prof.
senior advisor for English language



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- <https://www.menti.com/v67be1sggs>
- Go to www.menti.com and use the code 80 54 60 6
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What do you see as the positive sides of grades?

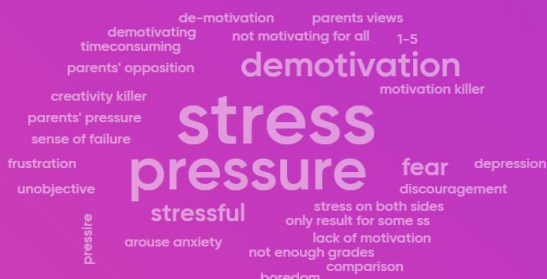
Mentimeter



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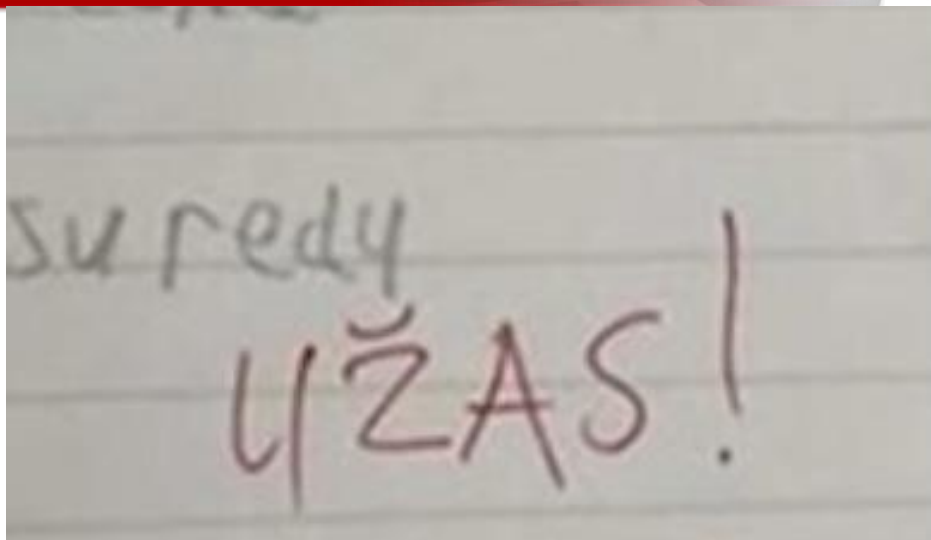
What do you see as the negative sides of grades?

Mentimeter





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DOCIMOLGY - the art of assaying
evaluation,

internal evaluation,

external evaluation,

self-assessment,

formative,

summative,

peer-assessment

grades

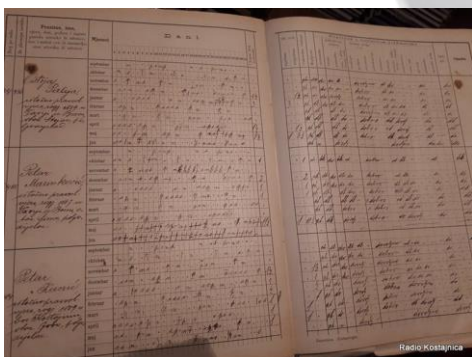
feedback



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dr. sc. Milan Matijević, Ocjenjivanje u osnovnoj školi, TIPEX, Zagreb, 2004.

- 1874. and 1888. – „school law” in Croatia (no grades, both students and schools are assessed)



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dr. sc. Milan Matijević, Ocjenjivanje u osnovnoj školi, TIPEX, Zagreb, 2004.

- 1918. – grades are introduced
- 1960. – combination of grades and written notes introduced in primary schools
- 70s – only grades for classes 5 to 8





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dr. sc. Milan Matijević, Ocjenjivanje u osnovnoj školi, TIPEX, Zagreb, 2004.

- 21st century – no final grades at the end of first semester, e-dnevnik, curricular reform, assessment is part of the teaching process

e-Dnevnik za učenike i roditelje
Ocjene, bilješke nastavnika, izostanci, raspored lektira, raspored pisanih zadaća, osobni podaci, ...

Aplikaciji mogu pristupiti učenici i roditelji učenika škola koje koriste e-Dnevnik sustav u tekućoj školskoj godini. Više o projektu e-Dnevnik možete pronaći ovdje.

Popis škola u sustavu e-Dnevnik.

Učenici

Korisničko ime:

Lozinka:

[Prijava](#)

Roditelji

Iz pedagoških razloga, ocjene se prikazuju s vremenskim odmakom od 48 sati.

[Prijava](#)

Pristup je dozvoljen isključivo korisnicima registriranim u sustavu e-Građani.

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Svaki pokušaj neovlaštenog pristupa je kazneno djelo te će biti zabilježen i prijavljen.

Pravilnik o izmjenama i dopuni Pravilnika o načinima, postupcima i elementima vrednovanja učenika u osnovnim i srednjim školama

MINISTARSTVO ZNANOSTI I OBRAZOVANJA 1709

Na temelju članka 72. stavka 9. Zakona o odgoju i obrazovanju u osnovnoj i srednjoj školi („Narodne novine“, broj 87/08, 86/09, 92/10, 105/10, 90/11, 16/12, 86/12, 94/13, 152/14, 7/17 i 68/18) ministrica znanosti i obrazovanja donosi

PRAVILNIK

O IZMJENAMA I DOPUNI PRAVILNIKA O NAČINIMA, POSTUPCIMA I ELEMENTIMA VREDNOVANJA UČENIKA U OSNOVNIM I SREDNJIM ŠKOLAMA



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SPECIFIC SCHOOL ASSESSMENT (PEDAGOGIES); Sevastian BLENDEA, Associate Professor of the University "Constantin Brancusi" from Tg-Jiu, ROMANIA

- The interest of society to reconsider and revive evaluation in education has increased, especially when traditional curricula began to be seriously questioned.
- In education, assessment is currently addressed in at least two significant perspectives: sociological and pedagogical.
- The sociological approach to the assessment of macro-issues; meaning social control (institutional), measures the social impact of education, hence the name of the external assessment or evaluation system. (NCVVO)
- The pedagogical approach to assessment places the micro-system, i.e. the process in the centre of learning; defining issues through the acquisition of specific behaviours - internal assessment or school assessment. (Vrednovanje – kao, za, naučenog)



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GRADES

PRIMARY EDUCATION



TRANSITION

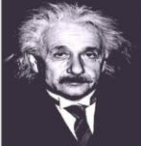
SECONDARY EDUCATION



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Standards-based report cards

Is this something we could use?

	Ms. Angelou – Language Arts				
	Achievement A	Participation 4	Homework 2	Punctuality 3	Effort 3
This quarter we focused on poetry and different poetic forms. Students read both well-known and lesser-known poets and constructed their own poems. Chris actively participated in class discussions and wrote several excellent poems, but needs to be more conscientious about completing homework assignments on time.					
	Mr. Mori – Algebra II				
	Achievement B	Participation 3	Homework 1	Punctuality 3	Effort 3
Our class worked on solving complex problems using higher order equations. We also explored problem applications in physics. Chris did fairly well on class quizzes and assessments, and I am sure would do better if homework exercises were completed.					
	Ms. Roosevelt – Western Civilization				
	Achievement A	Participation 4	Homework 3	Punctuality 4	Effort 4
We explored the influence of the Roman Empire on modern society, especially in language and government. Students also worked in teams to develop cooperative projects related to various aspects of Roman society. Chris was an active participant in all class activities, demonstrated a deep understanding of all issues, and was a valued contributor on the project.					
	Mr. Einstein – Physics				
	Achievement B	Participation 2	Homework 2	Punctuality 3	Effort 3
This quarter we concentrated on the physics of atomic and subatomic particles. Students solved problems related to relativity. Chris did well on most classroom quizzes and large assessments, but needs to become a more active participant in class discussions.					

Kišiček (2020) – Assessment and collaborative learning



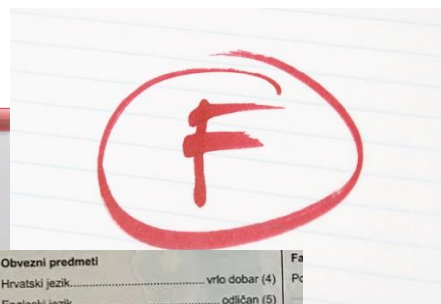
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Is this single grade inadequate?

Single grade per subject...

How do you round your grades?

- Feedback!!!!
- Q&A

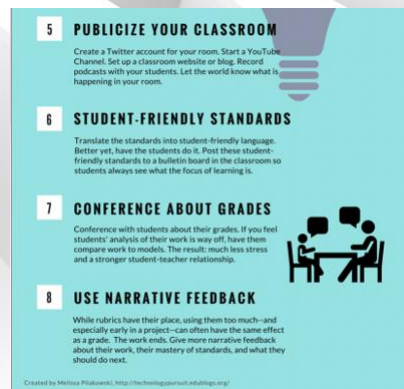
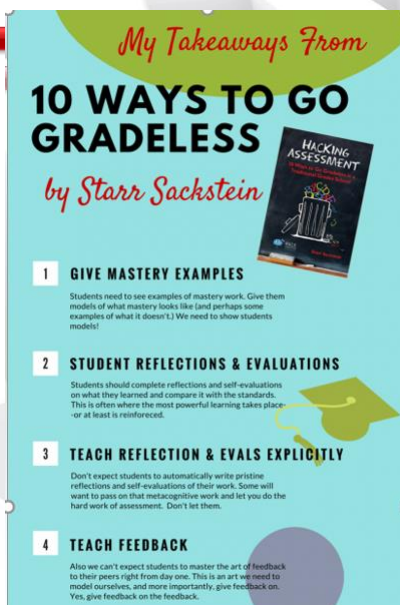
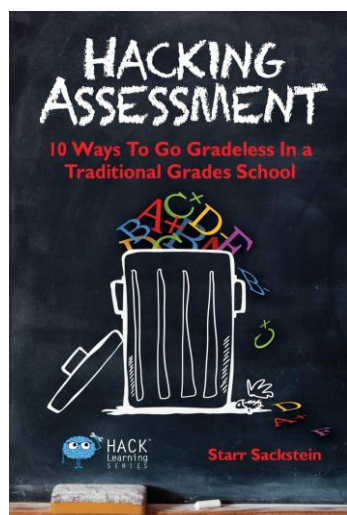


Obvezni predmeti		Fa	Po
Hrvatski jezik	vrlo dobar (4)		
Engleski jezik	odličan (5)		
Njemački jezik	vrlo dobar (4)		
Latinski jezik	vrlo dobar (4)		
Glazbena umjetnost	odličan (5)		
Likovna umjetnost	odličan (5)		
Psihologija	odličan (5)		
Povijest	odličan (5)		
Geografija	odličan (5)		
Matematika	dobar (3)		
Fizika	vrlo dobar (4)		
Kemija	dobar (3)		
Biologija	odličan (5)		
Tjelesna i zdravstvena kultura	odličan (5)		
Izborni predmeti			
Vjeronauk	odličan (5)		



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Susan D. Blum (2017) – The significant learning benefits
of getting rid of grades





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Project – Going Gradeless

- A school project – one subject or one class all subjects, or if you are daring the whole school without grades for a month.
- Invite advisors from the Agency to take part in the project
- Present and publish results



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- Extrinsic motivation leads to the minimax principle.
- Students treat school as a game.
- Students see the rules as arbitrary and inconsistent.
- Students are taught to focus on schooling rather than learning.
- Grades encourage a fear of risk taking.



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Possible solutions

- Decenter grading.
- Emphasize the entire portfolio.
- Have students develop an individual plan..
- Encourage self-evaluation.
- Conduct portfolio conferences.



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Comments to Sceptics

This seems idealistic and, for many classes and many teachers, impossible. Here are some of Susan's thoughts on that:

- Going gradeless can be done in a class of any size and of any type, though students may find it alarming and unfamiliar. Some faculty use something called "contract grading," which still uses a traditional scale but puts some of the control in students' hands.
- You can provide opportunities for students to make choices, which allows them to find at least a tiny bit of intrinsic motivation even in the most conventional of courses.



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- Some assignments (maybe small ones) can still be risk-free and contribute to intrinsic motivation, by being utterly fascinating, completely useful or fun.
- You can always offer low-stakes exercises that are perceived as enjoyable and not trivial, in any course.

Q&A



i-nastava

https://loomen.carnet.hr/course/view.php?id=17579	iEJOŠ3
https://loomen.carnet.hr/course/view.php?id=17580	iEJSŠ4

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Curricular reform
Thank you for your attention
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