

Educational and Psychological Assessment in Teaching Practice

A portfolio task – an assessment activity in practice

Teacher study programs

Study programme:

Form of study:

School year:

Student's name:

Link to the Final State Examination:

<p>14. Educational diagnostics at school</p> <p>Assessment/diagnostics of a pupil and a class (terminology, stages of assessment procedures, methods of assessment). Cooperation with parents counselling institutions and specialist services.</p> <p>Diagnostics at school. The importance of diagnostics in educational practice. Pupil diagnostics - subject and procedures. Use of different types of standards in pupil assessment and different types of assessment (especially of pupils with special educational needs). Diagnostics and self-diagnostics of the teacher - subject and procedures. Possible pitfalls of diagnostics and ethical framework of diagnostics at school. GDPR.</p>	<p>Provide the assessment of a selected pupil or class according to an objective in the structure of the diagnostic procedure.</p>
---	--

Self- assessment					
5	4	3	2	1	N
Excellent	Above average	Average	Below average	Very poor	Criterion cannot be applied
I use terminology of PD					
I select appropriate methods and tools in accordance with the aim of a diagnostic activity					
I gather appropriate data					
I evaluate and interpret collected data					
I formulate findings (diagnosis) and possible measures					
Formal layout of the work					
Peer-assessment					
5	4	3	2	1	N
Excellent	Above average	Average	Below average	Very poor	Criterion cannot be applied
He/she uses terminology of PD					
He/she selects appropriate methods and tools in accordance with the aim of a diagnostic activity					
He/she gathers appropriate data					
He/she evaluates and interpret collected data					
He/she formulates findings (diagnosis) and possible measures					
Formal layout of the work					

Diagnostics / Assessment of a pupil

Work assignment:

Select one child from the class that you are interested in for any reason (it may not be a pupil with SEN) and perform an assessment activity as described below.

Proceed in accordance with ethical guidelines for educational diagnosis, anonymize the data.

1. Description / Characterization of a pupil

Describe the pupil, his/her difficulties and state the reason why you selected him/her.

2. The aim of an assessment activity

Formulate the aim of a assessment activity in a clear and concise manner, i.e. what you want to find out and/or verify by applying the assessment activity.

3. The plan of an assessment activity (how long, where, when, whom the activity will be carried out with)

Describe in what institution, class, year, and to what extent a pedagogical diagnosis will be performed.

Select appropriate methods of assessment activity for the chosen aim: choose at least **three methods** of educational assessment, which you specify here (e.g. type of observation, interview...).

Specify the support of data collection (e.g. data gathering will be supported with interview transcripts, observation sheets, questionnaires ...)

- a)
- b)
- c)

4. Collecting and processing of assessment data from all used methods (you can submit e.g. observation sheets, interview transcript, completed questionnaire, drawing, didactic test,...)

4.1 Method 1. (data collection, data evidence, interpretation of findings)

4.2 Method 2. (data collection, data evidence, interpretation of findings)

4.3 Method 3. (data collection, data evidence, interpretation of findings)

5. Formulate the findings

Overall conclusion for all methods used, from all the findings, summarize the conclusion, the result of the findings:(individually specific - not just extracts from literature)

6. Formulate measures and prepare a plan of pedagogical support for the pupil

If the Plan of Pedagogical Support already exists or the pupil has an IEP, it is unnecessary for you to rewrite the original plan. Rather, reflect the proposed measures with your diagnostic findings and suggest further enriching and specific way of working with or supporting the pupil; compare whether the measures are respected in practice, or evaluate pupil's progress). If the Plan of Pedagogical Support does not exist, then process it into the form at the end of this work.

7. Reflect your own experience with assessment activities, and after that evaluate the outcome of your work in the chart on the front page.

- 8. Classmate evaluator will provide a peer-assessment of your work (both on the first page and verbally in writing at this point).**

- 9. If you decide to improve or complement the work based on the feedback of your classmate, specify here how the work was improved.**

Pedagogical support plan

SCHOOL INFORMATION

Pedagogical support plan (PSP)

Name and surname of the child, pupil or student ("student")	Name and surname	
School	School, city, street	
Form	Form	
Reasons for creating the PSP	Provide the main reasons that led you to create a P for the student.	
Date of preparation	Date of preparation	
PSP evaluation scheduled for	Date of planned evaluation	

I. Characteristics of the student and their difficulties

(strengths, weaknesses; description of difficulties; where applicable, special-pedagogy diagnostics with the aim of determining adjustments in education; current health condition; other factors influencing setting up support)

List the student's difficulties that have led you to create the PSP. See the bracket above for more details.

II. Setting the objectives of the PSP

(objectives of the student's development)

Based on the information above, state the objectives you want to achieve for the student.

III. Support measures at school

(Provide **specific procedures** in the categories of the support measures you use.)

(a) Teaching methods

(specification of adjustments to the methods of working with the student)

State the methods you plan to apply in the context of support for the student to achieve the set objectives.

(b) Organization of education

(adjustments to the organization of education in the classroom or, where applicable, outside the classroom)

State how you plan to use the adjustments to the organization of the student's education to achieve the set objectives.

(c) Evaluation of the student

(definition of the adjustments to evaluation; how the evaluation is carried out; what is the aim of the adjustments to the evaluation; criteria)

State how you plan to adjust the evaluation of progress to support and help achieve the objectives set by this PSP.

(d) Aids

(textbooks, worksheets, ICT technology, etc.)

State the aids you plan to use to achieve the objectives.

(e) Requirements for the organization of the teachers' work

State the requirements you have for the other teachers who teach the student to achieve the set objectives.

IV. Support measures for home preparation

(description of adjustments to home preparation, form, and frequency of communication with the family)

State how the student's home preparation will be and how communication with the family will take place to ensure the implementation of the support measures synergistically in home preparation.

V. Other support measures

(to respect the health condition, stress the situation in the family or at school—relationship problems, status in the class; in what activities, in what way)

State any other support measures.

VI. Evaluation of the effectiveness of the PSP on:

(Fulfilment of the objectives of the PSP)

State how you succeeded in using the set criteria to achieve the set objectives; provide the date of evaluation.

Recommendation for an expert examination¹

Yes No

PPC SPC SEN Other: Other

Title	Name and surname	Signature and date
Class teacher	Name and surname of the class teacher	

Teacher(s) of subject(s)	Name and surname of the teacher(s)	
SCC employee	Name and surname of the school counseling center employee	
Legal representative		