

Basics of Educational Assessment – SZ6635

OBJECTIVES

The aim of the course is to use basic diagnostic methods, in particular **observation, interview, content analysis of pupils' work and questionnaires** in teaching practice and thus obtain data available in the school for decision-making and changes in teaching and maintaining or developing successful teaching (evidence-based instruction).

OUTCOMES

After completing this course, the student will be able to:

- apply basic concepts of pedagogical diagnostics when describing own diagnostic activity in practice and proceed according to the phases of diagnostic process;
- formulate the aim of the diagnostic activity and choose a suitable method and a suitable screening diagnostic tool;
- use methods of observation, interview and content analysis of pupils' work during diagnostic activities in teaching practice;
- reflect own experience with diagnostic activities in teaching practice as well as the knowledge of the field of pedagogical diagnostics;
- create a simple pedagogical support plan (PSP), or monitor the application of the measures of an already existing PSP, IEP in practice, or measures used by the observed teacher and compare them with own findings;
- know the basic legislation related to the diagnostic role of the teaching assistant in the educational process.

FORM OF STUDY

Seminar on 17.2.; 31.3; Room 24.

Absence allowed for a maximum of 1 seminar.

Participation in the first session is mandatory.

REQUIREMENTS FOR THE COURSE

- **active participation** of students in classes
- **completion of homework**, which must be processed for the next seminar.

REQUIREMENTS FOR COMPLETING THE COURSE

1) Written portfolio task with self-assessment: diagnostic activity of the pupil/client in practice with a pedagogical intervention plan for the selected pupil/client. If the pupil already has a support plan, or has an IEP, and he/she is allowed to study it, then reflect on the proposed measures with your diagnostic findings and propose another enriching concrete way of working

with the pupil or his support; compare whether the measures are respected in practice. As part of the tutoring, also focus on what would help the pupil in the context of home preparation.

If you are not allowed to get familiar with the pedagogical intervention/support plan, IEP, then consult the measures for pupils with the teacher, observe their effectiveness in practice and reflect on it. Suggest another enriching concrete way of working with the pupil or his/her support. (Detailed instructions for the portfolio task can be found in a separate document).

2) **Assessment** of the portfolio assignment and its egg-egg review

The student evaluates the quality of his/her portfolio task according to the set criteria (**self-assessment**) and evaluates the portfolio task of a classmate (**peer-assessment**):

- a) The student prepares a portfolio task and evaluates hown work. He/she performs an egg-egg check (inserts the document into the personal repository. The next day after inserting it, he/she checks similar files "search for similar files" (two eggs icon). He/she finds a percentage match and states the number in the work.
- b) The students sends his work by e-mail to a classmate for peer evaluation.
- c) The classmate studies the work, evaluates it, writes a recommendation for possible modifications and sends it back to the author. He/she uses the rate table from the guidelines.
- d) The author improves the quality of the work, reacts to recommendations and puts it in the Homework vaults file in the Information System (including the assessment and evaluation of a classmate).

Please note that it is important to **meet the deadlines** for handing in the task.

3) **Formative written test** - optional

COMPLETION OF THE COURSE

Credits