



PRIMARY EDUCATION PROJECT

COMPONENT: IMPRVE SCHOOL - BASED ASSESSMENT

The component is implemented in partnership with Macedonian Civic Education Center (MCEC)

SCHOOL-BASED ASSESSMENT STANDARDS IN PRIMARY EDUCATION

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INTRODUCTION

The Document on *School-based Assessment Standards in Primary Education*¹ was developed with a purpose to contribute to raising the quality of assessment of students in primary schools in the Republic of Macedonia, in compliance with the *Conception of Nine Year Primary Education*. Its starting basis are the professional findings about the great influence of the quality of assessment on students learning and the level of their achievements in the instruction (Torrance H. and Pryor J. 2001²). On the other hand, it should be taken into consideration that the assessment of students by their teachers, is, basically, a process of making professional judgement that could be improved provided it meets certain standards in quality assessment.

The term **assessment**, in its widest meaning, denotes a **process of collecting and interpreting information about learning and achievement of students** that are used (1) to provide information to students and their parents about the progress in acquiring knowledge, skills and attitudes, (2) to provide support to teachers to modify their instruction and the learning activities of their students, and (3) to provide information to other stake holders that make decisions about educational policy related to students (for example, decisions about promotion of students, decisions about students involvement in particular educational programs and types of practices).

The term **standard**, in this document, denotes a **description of the required level of quality upon which the practice could be judged, without giving precise estimates about the level of meeting the requirements**.

The standards in this phase should be considered, primarily, as a document that could provide shared understanding among professionals and practitioners about school-based assessment that is quality and fair. They refer, first of all, to formative assessment, i.e. monitoring students' learning and achievements during instruction

¹ *The Standards in Assessing Students in Primary Education* were prepared by a Working Group within the USAID Primary Education Project, Project component 4 – Improve Student Assessment. The Working Group comprises university teachers, advisers from the Bureau for Development of Education, education inspector, school directors, school psychologist and school teacher.

The standards were prepared with professional support by d-r Thomas Gerard Shiel from the Education Research Centre, St. Patrick's Collage, Dublin and d-r Damian Paul Murchan from the School of education, Trinity College in Dublin, the Republic of Ireland. The Working Group would like to extend an invitation to all those interested in using these standards to submit their suggestions concerning the improvement of the standards to the following address: Проект за основно образование – Унапредување на оценувањето, Букурешка 91, Скопје or on e-mail: gmickovska@pep.org.mk

² Torrance, H. & Pryor, J. (2001) Developing Formative Assessment in the Classroom: using action research to explore and modify theory. British Educational Research Journal, Vol. 27, No. 5, 2001, pp.615-631, <http://www.moe.go.th/wijai/Developingformativeassess.htm>

aiming to improve the teaching and to a best possible extent provide help to students to make use of their own potentials in learning. They give directions for high quality procedures in the process of assessment in schools, but do not specify the limits to which they should be achieved.

It is expected that the standards would primarily be used by schools and teachers in planning assessment, providing quality assessment that would contribute to improvement of teaching and assessment and in self-assessment of their own assessment practice. They will be used by the Bureau for Development of Education, also, in giving support to schools concerning raising the quality of assessment. They should also provide information to the Ministry of Education and Science in improving the system of policy decisions on school-based assessment and to the State Education Inspectorate in developing indicators to measure the quality of assessment in schools.

It is planned that after having a pilot implementation, the standards be revised and supplemented with practical examples, which would contribute to facilitate their use.

Structure of the standards

The *School-based Assessment Standards in Primary Education* are the first document developed in order to standardize the school-based assessment in primary schools of the Republic of Macedonia. Concerning external assessment (the National Assessment in Primary Education and the State Matura Exams in secondary education) there are standards developed by the Bureau for Development of Education, by its Sector for Evaluation of Students Achievements. Though developed as internal documents, they could be used for other types of external assessments, as well.

Similar documents from other countries were used in developing the *School-based Assessment Standards in Primary Education*³, and the basic framework was set up at the Seminar: Improving School-based Assessment, Development of Assessment Standards, Code of Assessment Ethics⁴.

The Standards are based on principles for quality and fair assessment, that are component part of the Standards..

A component part of the Standards, in this phase, until the standards for the teaching profession are to be developed, are also the needed teacher competences in assessment. The standard developers consider that in this way the standards could be easier applied in practice, first of all, in the in-service training of teachers (internal and external) aiming to provide professional knowledge in meeting the standards.

³ Principles for Fair Student Assessment Practices for Education in Canada (1993) Edmonton, Alberta, Joint Advisory Committee, Centre for Research and Applied Measurement; Assessment Standards for School Mathematics, (1995), National Council of Teachers of Mathematics, Reston, Virginia; Assessment for Learning, 10 principles, www.qca.org.uk; Assessment principles- Victoria Australia, <http://veils.vcaa.vic.edu.au/assessment/assessprinciples.html>; Standards for Teacher Competence in Educational Assessment of Students, American Federation of Teachers, National Council on Measurement in Education, National Education Association (1990); Standardi za pedagosko i psiholosko testiranje, Amaricko udruzenje psihologa, Nacionalno vijece za merenje u obrazovanju (1992) Educa Zagreb; Gorica Mickovska, (2005), National Assessment – Standards and procedures. Bureau for Development of Education, Examination Sector, Skopje

⁴ Seminar: Improving School-Based Assessment, Developing Assessment Standards – Workshop materials, Ohrid, April 25-27, 2007

Standards are structured in such a way that they follow the logic of the assessment process, but certain domains are singled out in order to address greater attention to them⁵.

They are grouped in 5 domains:

- I. Assessment Planning
- II. Selection of Assessment Methods and Development of Instruments.
- III. Conducting the Assessment
- IV. Summarizing the results and grading
- V. Providing Information about Assessment Findings

Every domain contains a general standard and several singled out separate standards, and for each one of them particular directions are given..

Taking into consideration that such standards are being developed for the first time, certain parts of the standards are accompanied by additional explanations and examples in order to understand them easier.

⁵ - with the Analysis of: Poposki K., G. Georgievska, Z Ancevska (2007), Developing Assessment in Primary Schools, Assessment in the Subject Teaching Phase in Primary Schools, USAID Primary Education Project

PRINCIPLES

1. **Assessment, primarily, is aimed to improve students achievements.**

- Through assessment, students get information about what they are required to learn. How much they will learn and how they would learn depends to a large extent on the assessment that is implemented.
- Assessment serves to stimulate the student to learn and to give him/her directions how to learn and to increase the achievements in and out of school, and not just to state only how much the student has been successful in learning.

2. **Assessment provides complete information about student achievement.**

- Assessment provides information how much students know and what they can do with what they know.
- Assessment is used to evaluate students knowledge and skills, as well as their values, attitudes and habits, that have influence on their performance and achievements at school and out of it.
- Assessment provides information about student's strengths and weaknesses, that are later used to provide progress in student's achievements..

3. **Assessment is a complementary part of the teaching process (of learning and of teaching).**

- There is a clear relationship between the goals and the content of instruction and assessment (between what is learnt and taught and what is assessed).
- Teaching, learning and assessment are processes that are linked and provide coherence in teaching.
- What is to be assessed depends on curricula aims and content. How the instruction would be carried out and to what goals it is directed to, depends on assessment outcomes.

4. **Assessment is based on making use of multiple different methods.**

- Making use of various different methods enables minimizing the weaknesses and limitations of each individual method.
- When making use of different methods, the assessment takes into consideration various learning styles of students.

5. **Assessment is a continuous process.**

- Assessment involves activities of monitoring and evaluation of students performance and achievements during the entire school year..
- Assessment is used to control the progress of students achievements, on the basis of which students are directed to the set-up teaching goals.

6. **Assessment is fair.**

- Fairness in assessment refers to impartiality in administering the assessment, making evaluation of achievements and interpretation and use of results.
- Assessment does not favor students (neither by type, nor by content) on basis of their background, or on basis of their previous experience with other teachers and/or assessment method.

7. Assessment is transparent.

- Students are familiar with the instruction goals, with the standards that they are required to meet and how the achievements are assessed (what they are expected to learn, how and when they are going to be assessed).
- Students and parents are familiar with assessment (methods that are used and the outcomes of their use).

8. Assessment is valid and reliable.

- Assessment provides information that are relevant to the goals and content of instruction.
- The interpretation of the assessment results doesn't include judgments on students' behavior, skills and abilities that are not subject to the particular assessment.
- Assessment is consistent from one student to another, and if possible, from one teacher to another

STANDARDS

I. ASSESSMENT PLANNING

Assessment should be an integral part of school performance planning

In order to provide relevant data about students' learning and achievements, assessment should be integral part of the planning on various school levels.

1. Assessment should be planned in the school development plan and in the school year program of work.

- § Schools should have a established and clearly defined policy (in writing) based on the analysis of the school assessment conditions, which is the basis in assessment planning.

(For example, aims and ways how to improve school based assessment, as well as how to increase objectivity, ethics, continuity, ways of informing parents etc., should be part of the school based assessment policy).

- § All formal summative assessments in the teaching subjects should be planned at school level for each school period/semester.

(For example, if time is not planned for summative testing, written works, submitting profolia and reports about the poject activities, it may happen that students be overloaded with assessments which would influence considerably on their grades in a particular period/semester).

- § Schools should also plan the activities related to monitoring the school based assessment.

(For example, current activities in monitoring assessment (results, methods used). action research projects on improving assessment, periodical analyses, questionnaires).

- § Scholls should plan the ways how to inform parents, local self-government and state administration and general public on the assessment and students achievements.

- § Schools should plan the professional development and professional support to teachers on issues related to assessment.

- § Schools should plan the provision of material-technical conditions for administering the assessment.

(For example to provide paper for copying testing instruments, copying facilities, files to keep portfolios and students works, space for doing practical assignments and student works.)

- § School based planning should take into consideration the planning related to state and local assessments.

(For example, changes in concept and legislature regulations concerning assessment, the Ministry of Education and Science strategic plans, local self-government plans, as well as the plans related to national and international assessments).

2. Assessment is a complementary part of the work plans of the teachers' professional school committees and of the school professional service (pedagogue-psychologist-sociologist).

§ Teachers' professional school committees should plan the methods they are going to use in: assessment, harmonizing grading criteria, action research for improving assessment, in-service training of teachers on assessment, peer assessment, etc.

§ The school professional service should plan how and when it would give professional support to teachers' subject groups and to particular teachers on issues related to assessment.

(For example, in developing testing instruments, methods support in conducting action research in assessment, analysis of achievements, assessing students with special education needs).

3. Teachers should plan assessment in their year, theme and daily work plans.

§ Teachers should plan assessment in accordance with the goals of instruction.

(The best way to provide compliance of the assessment with the instruction goals is to plan it simultaneously as a complementary part of planning the teaching).

§ In planning formative assessments, teachers should take into consideration the previous knowledge of students, their different abilities and the special needs of particular students.

§ Teachers should plan the use of methods in selecting/developing instruments for monitoring, checking and assessing learning and achievements.

§ Teachers should plan when and how to inform students, parents and other stakeholders interested in students' learning and achievements.

§ Teachers should adjust assessment planning taking into consideration the findings from the previous assessment.

II. SELECTION OF ASSESSMENT METHODS AND DEVELOPMENT OF INSTRUMENTS

Assessment methods⁶ should comply with the aims and the context of assessment

Methods should be understood as teachers' strategies in setting up questions, tasks and other requirements to students, for the purpose of collecting information about assessment of the progress in the learning process and of the results achieved by students.

⁶ Various multiple methods are used, such as; (1) oral assessment methods (conversation, discussion, oral presentation, oral questioning); (2) methods of assessing written responses (tests, responses to questions), other written works (essays, literary works, research reports) and works (drawings, models, graphic presentations, portfolios); (3) methods of assessing practical skills (drama, music, physical performance, practical works).

1. Various assessment methods should be selected and adequate instruments should also be selected/developed.

§ Multiple assessment methods should be used to assess the achievement of teaching aims and objectives.

(The best way to make decisions about how many methods and what instruments are to be selected/developed, is to do it simultaneously with the planning of teaching.)

§ Teachers should select also methods that involve students' participation in assessment.

(For example, methods for self-assessment and peer assessment, in order to provide the student with an opportunity to select the way in which he/she would present his/her achievements, etc.).

§ Selected methods should enable assessment of all the developmental aspects of student's personality.

§ In making selection of methods and instruments, students age, previous experience and the context in which they would be implemented, are to be taken into consideration.

(Simultaneous decisions should be made about methods that are to be used both in the assessment during learning and in the assessment at the end of a particular period of time, in order to perform the grading, which would enable students to become familiar with the assessment methods; methods that lack adequate facilities for implementation, i.e. provisions for practical performance of experiments, should not be selected.)

2. Assessment methods and adequate instruments should enable collecting valid data about learning and about the achievements of every student.

§ Assessment methods and instruments should refer to curricula aims and objectives.

§ Assessment methods should enable each student to demonstrate his/her achievements.

(Teachers should make use of different methods in assessing the same aims in order to enable the student to demonstrate his/her achievement and the way that would suit him/her best, for example, some students would prefer to do it orally, and others in writing).

3. In making selection of methods and selection/development of instruments, the purpose of their use should be taken into consideration.

§ Teachers should select methods and should select/develop instruments that comply with the aim of assessment.

(For example, when assessing how the student is learning and making progress, what are his/her strengths, what is that he/she should improve, advantage should be done to methods that could demonstrate it and could be easily included into the process of performing instruction, for example, to observations and instruments that do not provide quite objective recording, i.e. anecdotal notes. In cases, when the assessment aim is to give grades, multiple different methods are to be used, that are more objective and representative concerning the contents, for example, tests, more complex works and assessment rubrics as instruments).

- § In making selection of assessment methods and techniques, teachers should take into consideration their potentials and limitations.

(For example, if the assessment purpose is to rank students for particular needs, advantage should be given to an objective instrument, i.e. test, but if the purpose is monitoring the learning process then a method should be selected that doesn't have to be very objective, but should be easily applicable in teaching, for example, observation).

III. CONDUCTING THE ASSESSMENT

The assessment should enable students to learn and demonstrate their knowledge, skills, attitudes or behavior that are subject to assessment.

The assessment has two basic functions: (1) to present students progress and attainment during the instruction process, and (2) to support students' learning in achieving best possible results.

1. Assessment should start from the curricula aims and should take into consideration the ways of teaching and learning.

- § Students should be informed in advance what they are expected to learn (based on curricula aims) and what is to be assessed.

- § Assessment is based on curricula aims in cases when the teacher includes all of the stated aims during teaching and monitors and evaluates students' achievements in relation to each one of the set up aims.

- § In giving grades, the teacher uses information and evaluates only that what has been learned and is adequate to the method of teaching.

(For example. Skills to apply particular knowledge are not to be assessed, if the students had not been taught about them during the instruction).

2. Students should be provided with an explanation why their achievements are checked and assessed and how the obtained results would be used.

- § In checking students' knowledge, abilities, skills and attitudes, as an introduction to the new curricula contents, students results are not assessed, but they are used in planning the teaching and learning (*diagnostic assessment*).

- § When the purpose of assessment is to see student's learning and progress, his/her strengths, and what should be improved, his/her results are used to provide him/her with a comment, explanation and direction for further work (*formative assessment*).

- § When the assessment is based on measuring student's achievement at the end of a particular curricular topic or of a particular time period (three-month, semester, end of the year) then the results are used to give grades about the in-so-far achievements (*summative assessment*).

3. Instructions related to the activity that is to be assessed should be clear, complete and corresponding to students' age and abilities.

§ The student should receive clear instructions about the activity that is to be assessed (how to work, how much available time he/she has at disposal, etc.).

§ The student should be told what will be assessed in a particular activity.

(For example, what will be assessed in a particular written piece of work, the composition only or both the composition and the use of grammatical rules and orthography, and in mathematics whether the final result would be assessed only or both the procedure and the final result.).

§ Students should be familiar in advance with the criteria that would be used in the evaluation of the activity and its results (how much weight is given to each activity component).

(For example, what is the score value of each portfolio element, the value of content, the value of composition, and the value of orthography in a written composition).

§ In assessing students with special education needs, students should be provided with specially prepared instructions adapted to their abilities.

4. Assessment should be conducted in conditions that are adequate to the assessment purpose and method used.

§ Assessment should be administered in an atmosphere that would not cause hostility and unpleasant feelings among students.

§ When the purpose of assessment is improving learning, the atmosphere should be such that it would enable the student to present, without fear, his/her own weaknesses and difficulties in learning.

§ When the assessment leads to grading, the conditions should enable the student to demonstrate his/her maximum in achievements.

(For example, he/she is not to be bothered by anyone during the testing, to be allowed to present his/her best works).

§ In cases when the student is given a task aimed to assess his/her achievement, both the resources for work and the time needed for doing the task should be taken into consideration.

(For example, time for doing the task should be sufficient, and not to require any resource that is not accessible).

§ In administering knowledge tests with a purpose of grading, students should be informed in advance about its content, type and time of assessment.

5. In performing the assessment the teacher should have a fair and consistent conduct to all students.

§ All of the students are to be given opportunities, through the activity that is being assessed, to demonstrate their maximum (to have opportunity to do tasks with a range of complexity).

(For example, it is not fair to give a weak student a too difficult task purposely).

- § The teacher should have a fair conduct to all students in the process of assessment (Teacher should encourage all students, and not to favor or ignore anyone, not to insult anyone, etc.).
- § The teacher should apply same criteria in assessing the same achievements from one student to another, and from one situation to another.
- § The grade should be given only on the basis of the results of the activities that the students have had previous experience.
(For example, not to give a grade for project work if the student had not had previous experience working on project works).

6. The process of estimating and scoring students' achievements should correspond to the assessment method and should be conducted upon set-up procedures

- § Different assessment methods and techniques require setting up corresponding ways of scoring the responses (works, performances).
(For example, in a multiple-choice test every correct response is scored with one point, while in an essay every aspect of the work (such as style, composition, orthography, etc.) would be scored with a particular number of points according to descriptions of quality level.)
- § The teacher should devise requirements for each component that is to be assessed prior to administering the assessment process and to adjust them with other teachers from the school (and if possible from other schools).

7. The process of judging and scoring should be conducted according to previously developed instructions.

- § The teacher should be consistent in complying with the assessment instructions and criteria – to be aware of, and to reduce to a minimum the possible influences of unimportant characteristics of the response/the work upon the grade and of the errors of subjective nature.
(For example, in an oral response where understanding is assessed, for the same quality of the response, the response of a student who speaks fluently is not to be assessed higher than the response of another student who has difficulties in speaking; not to assess higher the responses with low quality of students who had previously demonstrated higher knowledge).
- § Teachers teaching the same subject should be consistent in making estimates and in scoring the same works according to established instructions and criteria.
(For example, each teacher is to set almost the same number of points for each criteria, and not that one would be stricter and the other one more gentle in assessing.)

8. Students should be adequately informed about the way of scoring their responses in testing their achievements.

- § Students should always be familiar in advance about the way that their responses/works would be assessed.
- § In cases where changes have been made concerning the way of scoring related to the previously developed criteria, students should be informed about them too.

(For example, it is noticed afterwards that there are no anticipated scores for a particular test response that is correct, so changes have been made afterwards concerning the importance given to particular aspects in assessing some work.)

- § Students should be given examples of assessed responses (works, projects, tests) and adequate explanations why they are assessed in such a way.
- § The teacher should give the student a rationale for each score of the response/work, (orally or in writing) which is based on arguments, and which would help the student to improve his/her achievement.
- § The teacher should enable the student to be included in checking the result of scoring/assessment.
- § Provided that both the student and his/her parent are not pleased with the received results from the scoring and judging about the achievements, then the checking of the result should be done together with the teacher.

IV. SUMARIZING THE RESULTS AND GRADING⁷

Grading the level of student's achievement in a particular subject and for a particular period of time should be performed according to procedures that would enable the grade to be a real reflection of achievements and be in compliance with the curricular aims for the assessed period.

Grading means summarizing the results from one or more assessments and giving and expressing a value judgment about the level of achievements

1. Procedures in summarizing and interpreting the results, i.e. giving grades about the level of students' achievements in a particular period, should be carried out in compliance with: legal regulations, these Standards and the school assessment policy, and the attitudes adjusted at the teachers' groups level.

- § All of the teachers in a school should know, understand and apply in the same way the School-based Assessment Standards.
- § All teachers should be familiar with the school policy on giving grades.
- § Teachers' professional school comities should adjust their attitudes concerning summarizing and interpreting the assessment results and act accordingly.

⁷ Grading, as a final act of the processes of assessing, mean summarizing and interpreting the collected data (results) and making a judgment (conclusion, statement) which expresses the value characteristics of student's achievements and progress. The grade can be given orally or in writing by using numbers, letters, judgment scales, categories or combined).

(For example, teachers' subject groups should develop indicators and criteria on giving grades – what is to be taken into consideration and what is the extent of their contribution to the grade.)

- § The school is expected to inform students and their parents about the established ways of summarizing and interpreting the assessment results and about giving grades.

2. Student's achievements (knowledge, skills), employed efforts, active participation in the teaching process and his/her behavior should be graded separately.

- § One grade of the result should include only the indicators of successfulness in accomplishing the assessment aims.

(For example, when evaluating student's achievements and giving a grade, giving grades should not take into consideration student's behavior or his/her learning motivation. When, in addition to the achievements, consideration is taken that if one student is regular, attentive and industrious, and the other one lacks discipline, and is insufficiently active, then the achievement value of the first is raised and of the second one is reduced).

- § Non-cognitive teaching goals (behavior, attitudes, motivation etc.) that are not explicitly stated in the subject curricula, are assessed separately and they are generally included in the grade for the student's conduct.

(For example, if the student is given a low grade due to discipline misconduct, then the grade becomes an instrument to apply disciplinary measures on the student).

3. The grade should be given on the basis of data collected from a sufficiently representative sample of contents and activities performed in the period that refers to the assessment, and its giving and importance should be clear.

- § In grading, every, relatively complete, curricular unit (topic, domain) should be represented adequately to its size and relative importance in the corresponding assessment period.

- § The grade for each assessment period should be given on the basis of several assessments, and if possible by applying different methods.

- § In order to explain well giving a summative grade, as well as of its meaning, an adequate description of the results on which it is based on should be provided, with a purpose to have clear meaning of each separate result and have a detailed description of the process upon which particular results are combined into a common grade.

4. Grading criteria about achievements should be clearly defined and be based on curricula aims (standards).

- § Only criteria established on standards should be used in giving the final (summative) grade about the level of meeting curricula aims in a particular period.

(Norms, developed upon the achievements of a group-class of students, are not to be used as criteria in giving the summative grade.).

- § Analytical criteria defined by descriptions of the levels and quality should be used in giving the grade.
- § Students should be familiar in advance with the criteria for giving the summative grade, and if possible they should take part in developing them.
- § The criteria for internal assessment should be adjusted to the criteria for external assessment.
(The standards/levels established at national and international assessment should always be used when available.)

5. The grade should be explained.

- § The student and parents are to be explained about the way how the grade was given.
- § The results, achieved by the student, should be explained to him/her from the aspect of subjective and objective circumstances in which he/she has achieved them.
(With different students, different subjective and objective factors may have greater or smaller positive or negative influence upon their achievements. Such factors are students': age, abilities, motivation, gender, self-image, self-respect, specific needs, aims, wishes and interests, i.e. the socio-economic status of student's family, including the wider environment where he/she lives and studies.)
- § Various limitations from methodological and other nature in conducting the assessment should be taken into consideration in explaining the achieved results.
(For example, in assessing oral responses, though with available assessment criteria, consideration should be taken about the presence of subjectivity in assessment; the scoring of responses with insufficiently structure is more difficult).
- § In order to consider the achieved results valid, their interpretation should take into consideration the present limitations and the possible errors.

6. Students and parents should be informed that they have a right to lodge a complaint about the grade

- § Students and parents should be informed about the right and the procedure to lodge a complaint about the grade.
- § Every complaint should be considered and resolved in compliance with the procedure prescribed by law or by other regulations.

V. PROVIDING INFORMATION ABOUT ASSESSMENT FINDINGS

Information about assessment findings should be timely, clear, correct and useful to users.

Information about achievements and other findings gathered from the assessment are aimed to provide relevant information to all stake holders (students, parents, teachers, local self-government, professional institutions, Ministry of Education and Science and others) that are in the position of making decisions related to learning, teaching, promotion of assessment and education.

1. Information about assessment findings should comply with the legal regulations, school assessment policy and assessment standards.

- § Everybody in the school should be familiar with the legal regulations of assessment, school assessment policy and School-based assessment standards.
- § In making decisions about providing information that is not regulated by legal norm acts (laws, book of rules), consideration should be taken about its purpose, form, content, level of details, frequency, time schedule and confidentiality.
- § Beside the school director, in making decisions about the way and types of information that are not prescribed by legal acts, school professional service and teachers should be included as well.

(For example, frequency and way of informing parents, types of reports about achievements at school level, templates for analytical assessment, and other).

2. Oral and written information about the current assessment should be linked to the instruction goals.

- § Information about current assessment intended for students and parents should be linked to the information that had been given to them concerning the goals that the students are expected to achieve.

(Information about the goals should be given before each curricular unit and learning activity, and the information about the progress and the achievement should refer to the progress and to the achievement of those goals).

- § Information intended for improving learning should contain a description of strengths and weaknesses in student's learning and achievements and give instructions how to make use of the potentials in further learning..

- § The teacher should make, for own purposes, summarized reviews of the findings from the current assessment.

(They could be simple reviews “remembered by heart” or short notes to serve as a reminder in planning the future work.).

3. System of information should provide quality information to parents.

- § Parents should be informed regularly about their child’s learning and achievements.

(In addition to the information that they get about achievements at the end of the prescribed assessment periods (three-month, semester, end of school year), parents should also receive regular oral or written information (at individual meetings, as written notes, check lists, commentaries written on students’s works,etc.).

- § Information intended for parents and students should be given in a language and style that are easy understandable to them.

- § The content of information intended for parents should represent a good ground for meetings and conversation between the teacher and parents.

(Meeting initiatives could be raised by the teacher or by parents. Students may attend such meetings when it is appropriate and possible. Information should provide an opportunity to discuss the achievements, to clarify the understanding of the assessment results and of the summarized comments, and to agree on further activities.).

4. The access to assessment information should be defined by the school policy in compliance with the laws and the accepted human rights declarations

- § School policy should define what kind of assessment information could be accessible to which subjects and under what conditions.

(For example, local and government administration and general public, as a rule, could have access only to aggregated data (except in cases of appeals), but not to individual data; while parents and other subjects directly responsible for student’s learning could have access to individual data only about particular students).

- § Information about the achieved results should be used by teachers and other staff in a way that is in compliance with the profession, and teachers should use information in a constructive way in favor of students.

(For example, the teacher who possesses information about student’s grades should use them only in positive connotation).

5. Certificates as pedagogical documents should certify that the student has successfully completed a particular grade and should provide valid information about the achieved results..

§ The grades in the certificate should be given on the basis of valid data.

§ The grades in the certificate are an objective indicator about the level of achievement of curricular aims in the corresponding class.

TEACHERS COMPETENCES IN ASSESSMENT ACCORDING TO ASSESSMENT STANDARDS

I. Planning of assessment

The teacher knows:

1. that planning of assessment is an integral part of the process of planning the instruction.
2. that the curricular aims are linked to the assessment goals.
3. about the types of assessment and their function in the process of teaching and learning:
 - § Diagnostic assessment used to collect data about the starting position which is relevant for further learning (students' previous/background knowledge, interests, motivation, abilities).
 - § Formative assessment as an assessment that represents current monitoring and checking student's learning and achievements and giving him/her directions for further learning.
 - § Summative assessment as an assessment of learning for the purpose of giving grades about student's achievements in a particular period of time.

The teacher is competent:

1. To include in an adequate way assessment in all types of planning the teaching.
2. To link the assessment goals with the curricular aims in all types of planning.
3. To plan the process of teaching and assessing in a dynamic way, on the basis of the information gathered from the assessment.
(On the basis of the findings from the previous assessment to redefine thoughtfully the goals and to plan the teaching, learning and assessment. For such a planning of the teaching within its assessment framework, the teacher should know the methods of action research).
4. To plan the assessment activities as a team.
(To plan criteria, methods, time-schedule for summative assessment, etc. at teachers subject group level.)

II. Selection of assessment methods and selection/development of instruments

The teacher knows:

1. Various assessment methods and adequate instruments.
2. About the characteristics of the assessment methods (validity, reliability, objectivity).
3. What criteria are relevant for selection of instruments (first of all validity, objectivity, rationality).

The teacher is competent:

1. To select methods and develop assessment instruments with a purpose to provide valid information about students' learning and achievements corresponding to the assessment goal.
2. To select methods that are adequate to students' age and their education needs and to adapt and develop adequate instruments.
3. To analyze the quality of the methods and instruments that he selects/develops.

III. Conducting the process of assessment

The teacher knows:

1. About the characteristics of quality assessment (validity, reliability, objectivity, transparency).
2. That the primary goal of the assessment is to contribute to improving of students' achievements.
3. That relevant data about student's achievements and about the quality of the implemented curricula could be gathered through the process of assessment.
4. That the feed-back information given to the student about his/her learning and achievement is a key point in giving directions for further learning.
5. The principles of developing assessment instruments and of their application.
6. About the limitations and errors in the assessment process.
7. About the external assessments (national and international) and about the standards of achievements related to them.
8. How the assessment is regulated (by laws, books of rules, instructions.).

The teacher is competent:

1. To apply various assessment methods and to judge the effects of their application.
2. To develop and use various assessment instruments (for example, tests, check lists, assessment rubrics) and assessment instructions.
3. To monitor in a systematic way students' progress and to record qualitative and quantitative findings from the assessments.
4. To interpret the results from various types of assessments (formal and non-formal) and to identify students achievements and failures.
5. To include students in the process of assessment.

6. To provide quality feed-back information that would help the student in his/her further learning.
7. To create favorable climate for the students to demonstrate their achievements.
8. To administer standardized knowledge tests and to interpret general data about students' achievements.
9. To make use of ready-made computer applications for assessment (item bank, computer tests, electronic portfolios, etc.)

IV. Grading

The teacher knows:

1. That the summative grade is given on the bases of several assessments.
2. About the types of assessment criteria (norm referenced criteria and standard referenced criteria).
3. About the function of the scoring instructions and procedures in interpreting the achieved results.

The teacher is competent:

1. To implement consistently the school policy and the legal regulations in giving grades.
2. To give valid and objective summative grades on the basis of all collected information about student's achievements.
3. To present and explain the way how the grade was given.

V. Analysis and providing information about the findings from the assessment

The teacher knows:

1. What kind of information should be given about different types of assessments and to different stake holders.
2. The basic procedures of processing and analysis of quality and quantity indicators from the assessment.
3. About the general communication rules related to assessment to different subjects.
4. That the assessment data could be used in a non-ethical way.

The teacher is competent:

1. To provide timely and quality information to parents about the progress of their child.
2. In interpreting the results, to take into considerations the conditions (socio-economic, cultural, etc.) in which they have been achieved.
3. To prepare reports about the achievements at the level of a class or a teaching subject and to interpret them.
4. To provide information about students' achievements in a way adjusted to the users.
5. To protect the confidentiality of information and to give warning concerning their non-ethical use.