

Assessment practices of students through the developmental approach: a prerequisite for competence development

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Abstract: The aim of the paper is to examine the assessment practices of lower secondary school students and to determine the extent to which these practices are compatible with the requirements of the curriculum, which aims to develop students' competencies. The data was collected through the comparative analysis of 36 assessment instruments from 17 schools in Kosovo. The most common practices of student assessment include assessment through tests, assessment through projects, quizzes, essays, and homework, while the most common and predominant practice is assessment through exam instruments. What differentiates these practices are objective, assessment planning, tasks, questions and other requirements. From the results, it appears that assessment planning is quite general in most cases and in some cases, it is not done at all. Although some of the forms of assessment are defined, the purpose is mostly missing and the learning outcomes that teachers should focus on when assessing each of the planned forms of assessment are missing. Also, the design of the exams used to assess students is mainly based on textbook content that focuses on reproducing information. Due to this form of assessment, there is a lack of assessment practices with a "developmental approach", which is important and a prerequisite for students' competent development.

Keywords: teaching and learning, assessment practices, developmental approach, curriculum, skills development

INTRODUCTION

The process of student assessment, whether in school or externally at the central level, is important for three main reasons: 1) student assessment, 2) student development, and 3) improvement of the teaching and learning process.

Only the three together have the full meaning and impact for the main goal, which is the development of students' competencies. What we assess is what we expect from students. If we do not have clearly defined expectations, we cannot really assess and develop students because we do not have a goal of where we want them to go and what we want them to achieve.

Student assessment is a process that should take a developmental approach for the benefit of the student and not just aim to give a numerical grade.

The difficulties students face in external examinations are an indicator of what should change in schools to prepare students for these examinations. *The Framework Curriculum for Preschool Education of the Republic of Kosovo* and the requirements it contains should be a reference point for every teacher to define their expectations for working with students, organizing and developing learning, and assessing students (MEST, 2016). The development of critical and creative thinking in all school processes, the research approach and the improvement of students' reading, thinking and judgment skills are the tasks that every teacher and school should focus on when planning their work with students.

Student assessment is one of the most important processes in the education system as it provides evidence-based data that can be used for various purposes, e.g. at central level for the design of educational policy, at local level and in schools for the implementation of edu-

cational policy and for the design of strategic plans and other operational plans for student development.

Discussions often relate to the assessment of students in schools, assessment methods, the purpose of assessment and data information, including the instruments used to assess students. One of the predominant instruments for the assessment of students in schools in the Republic of Kosovo continues to be exams. Methods and other assessment tools seem to be the least used. Since testing is one of the most common practices and the most important tool for assessing students, the focus of this paper is on the content of the exams, the exam structure, the questions, tasks, requirements and levels of difficulty reflected in them, the purpose of exams and the information that teachers can gain from student assessment data, all of which can be used together to improve practices and student development.

One of the reasons to reflect on this paper is certainly the results of achievement tests organized every school year by the Ministry of Education, Science, Technology and Innovation (MESTI), which show unsatisfactory performance over the years, as well as the results of poor performance by fifteen-year-old students in Kosovo in the PISA (Program for International Student Assessment) tests organized by the Organization for Economic Cooperation and Development (OECD) in 2018 and 2022.

Another interesting fact is the comparison of student performance in Albanian as a mother tongue and English as a foreign language. The comparison shows that the performance in the mother tongue is relatively lower than in English, the first foreign language of students in Kosovo.

According to statistics of the Ministry of Education, Science, Technology and Innovation (MESTI), performance in the subject of

Table 1. The achievement data in the years 2018/2019, 2020/2021, 2021/2022, 2022/2-23, in the teaching subject of the mother tongue and the English language subjects

Teaching subjects	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Mother tongue	63.2	COVID-19	64.1	57.5	68.8
English language	76	COVID-19	77.2	74.1	62.0
The difference	12.8	NO TEST	13.1	16.6	6.8

mother tongue in the school year 2018-2019 is 63.2% (MESTI, Ministry of Education, Science and Technology, 2019), in the school year 2019-2020 not realized at all due to the circumstances of the COVID 19 pandemic, in the school year 2020-2021 performance is 64.1% (MESTI, Ministry of Education, Science, Technology and Innovation, 2021), in the school year 2021-2022 performance is 57.5% (MESTI, Ministry of Education, Science, Technology and Innovation, 2022), in the school year 2022-2023 performance in the subject mother tongue is 68.8% (MESTI, Ministry of Education, Science, Technology and Innovation, 2023). Comparing the data

for the mother tongue subject with the data for English, the performance in the mother tongue subject is 12.8% lower than in English in the 2018-2019 school year, in the 2020-2021 school year performance in the mother tongue subject is 13.1% lower than in English and in the 2021-2022 school year performance in the mother tongue subject is 16.6% lower than in English.

This data show that performance in the mother tongue is lower than in English in almost every school year, with the exception of the 2022-2023 school year, in which performance in the mother tongue is 6.8% higher than performance in English. At this point, the

Table 2. The achievement in all subjects in which the students are evaluated in the achievement tests, organized by Ministry of Education Science, Technology and Inovation, in the years 2018-2019, 2020-2021, 2021-2022, 2022-2023.

Teaching subjects	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Mother tongue	63.2	Covid-19	64.1	57.5	68.8
English language	76	Covid-19	77.2	74.1	62.0
History	55.9	Covid-19	52.4	42.1	55.2
Geography	43.9	Covid-19	50.4	50.5	49.2
Mathematics	62.3	Covid-19	51.4	46.8	44.9
Computing	63.2	Covid-19	63.1	52.1	53.4
Physical	52.3	Covid-19	55.4	45.0	42.9
Chemistry	48.7	Covid-19	55.5	41.3	44.4
Biology	57.9	Covid-19	58.0	51.2	51.8
Total	51.13 %	No test	58.61%	50.8%	52.51%

need to raise learning outcomes in the mother tongue to a higher level should be addressed, as improving results in the mother tongue can also increase performance results in other subjects, as the mother tongue is not only a subject, but also a teaching tool for other subjects at the same time.

The Organisation for Economic Cooperation and Development (OECD) also shows us in the report *The Programme for International Student Assessment*, results from PISA 2018, that the results of 15-year-old students in Kosovo are very low. According to the report, 15-year-old students from Kosovo have deficits in reading comprehension (OECD, Organisation for Economic Co-operation and Development, PISA 2018, *Programme for International Student Assessment*, 2018). According to the report, the poor results in the areas of mother tongue, science and mathematics are also confirmed in the results of the 2022 PISA test (OECD, Organisation for Economic Co-operation and Development, *Programme for International Student Assessment*, PISA 2022).

The poor results in the mother tongue learning subject are related to the learning results in all other subjects, as the mother tongue has a dual function at school. On the one hand, as a special learning subject and on the other hand as a teaching aid for lessons in other subjects. Therefore, if problems in learning the mother tongue are not avoided, they will have an impact on the results of the education system in general. The development of language skills and competencies should be one of the priorities of school learning in the Republic of Kosovo, as they influence learning and the development of competencies in all other subjects. Communication skills are a priority and very important for the development of students. Learning communication skills through language skills means learning to receive and give information, process, and analyze it, and

apply it in the situations one needs and faces. „Learning is not only about receiving information, but also about processing information“ (Mabieu, 1992). There are three categories of teaching methods on which the learning process is based: language-centered methods, student-centered methods, and learner-centered methods (Kumaravadivelu, 2006). For each of the above methods, there are arguments for and against supporting educators explaining why the methods in question are important when working with students and in learning processes. The Kosovo curriculum promotes learning with student-centered methods. The constructivist approach to learning, on which the curriculum is based, also promotes methods that put the student at the center. Essentially, constructivism as a learning theory, unlike other theories, „focuses on the learning process, on the way of learning, on the learning methodology, on the way students learn, on supporting and encouraging students, on construction, on creating a conducive environment with good opportunities for students, as well as on learning progress“ (Rexhaj, 2016). Such an approach to the learning pathway provides opportunities for action and development in all subjects.

The question that calls for an answer to unsatisfactory results in the achievement tests, in this case the poor performance in the PISA test, is: why are students not successful in external tests and what difficulties do they encounter? For this reason, we will use data from the analysis of content of the mother tongue tests used by teachers in preschools in Kosovo, especially in lower secondary education (grades 6-9), to understand students' difficulties in the achievement tests organized by MESTI and the tests used in PISA. However, students' performance in each test is related to teaching practices in schools and the expectations that teachers set in their plans for each school year, which are or should be related to

the requirements of the Kosovo curriculum (MESTI, Curriculum Framework Pre-College Education of the Republic of Kosovo, 2016) and the development of competencies described therein.

In implementing the requirements and expectations of the competence-based curriculum, the role of teachers is crucial, as the methods and strategies of their work play an important role in the way students learn to learn and in their learning pathways. The implementation of the competence-based approach in school practice is related, among other things, to the methodological approaches used and the way in which teachers work with students. A creative and proactive approach by teachers is essential. Collaboration, interaction, encouraging students to learn, creating attractive learning situations to develop critical and creative thinking, encouraging research, evaluation and creativity are some of the important components for developing competencies and competent students. Competent teachers encourage the development of critical and creative thinking in their students by using appropriate techniques and strategies (Kadrija, Gashi Shatri and Vala Këndusi, 2022).

Textbooks also play an important role in the learning, assessment and evaluation process of students and are one of the most important sources of information for teachers and students. Despite all the technological development and the use of numerous possible sources of information, „the textbook still occupies a prominent position in education” (Al-Hussein, 2020).

As in Kosovo and other societies, the textbook is still a reference point for lesson planning, the development of the teaching process and student assessment, and since this seems to be the case, it is very important that textbooks are creative, provide a developmental approach for students and teachers, and leave room for working with students. Of course,

this depends on the teachers and the way they work with the students, as well as the way the teachers use specific content of the textbook. In a way, the textbook seems to be the curriculum itself and the expectations that need to be met for a school year or a particular phase of learning.

Teacher professional development is another important aspect that influences teacher work and student achievement. Teacher training is related to curriculum requirements and teachers' professional development needs. It can be organized by the relevant institutions but can also be carried out by the teachers themselves. Self-observation or self-monitoring is a well-known and very interesting method that can be used for professional development, as a continuous process to correct, complement and improve one's own performance.

The purpose of assessment, the methods, tools, practices and information or assessment data is another important chain of educational processes that produces the final product of students' work and performance. The assessment methodology is very important, the method of data collection and its use. Questions that need to be answered are: Do teachers have an assessment plan? What does the plan contain? Where is the assessment plan located? What is it for? Who develops it? Developmental assessment – how is it designed, how is it planned? Why are tests the most important tool for assessing students? How can we ensure that through test assessment we have gathered enough information about the knowledge, skills and competencies being developed that are being achieved? Can we do assessment differently? How can we conduct it? Can we support students during the assessment process? How can we do this?

To ensure accurate assessment and support teachers in good assessment planning, assessment standards have been developed,

comprising a total of five standards: Assessment Plan, Assessment Methods and Tools, Conducting Assessment, Grading, Providing Information from the Assessment Process (MEST, 2012).

The assessment standards help teachers align their work to assess and grade students based on data and evidence in a well-planned process. What we assess is what we have planned and what we expect students to achieve. Good assessment planning based on learning outcomes and competency outcomes helps teachers to focus their work on student development and achievement. The designed approach to student development aims not only at the acquisition of specific facts and content, which are not always relevant, but at the development of competencies and their implementation in learning practice and in terms of sustainable student development. As the requirements of the curriculum reinforce the development of competencies, educational planning of outcomes or expectations, implementation through a creative methodological approach and assessment of students based on planning must be linked and aligned to meet the requirements of the curriculum. Assessment practice is linked to teaching practice in schools. Pupil assessment practice is linked to instructional practice in schools. Since instructional practices are or should be based on the development of competencies, student assessment practices should be creative and take a developmental approach rather than merely measuring knowledge and facts that provide no evidence of the development of the competencies to be achieved.

Formative assessment requires special attention because it takes a developmental approach, involves students in the process, and encourages student curiosity about development through active participation and teacher feedback. „The process of formative assess-

ment is an impetus for reflection by both students and teachers“ (Ahmedi, 2019).

School assessment practices should be aligned with external assessment practices in the end-of-ninth grade achievement tests as well as assessment practices in international tests so that students are prepared for them. For these practices to be changed and harmonized, teaching practices in school should first be changed and aligned with the requirements of the curriculum for skills development, while textbooks are used as teaching tools, as one of many sources of information, without creating a dependency on them.

RESEARCH METHODS

Population and sample

The population consists of lower secondary school teachers in Kosovo, while tests were conducted by 34 teachers from 17 schools in eight out of 36 municipalities in Kosovo for the sample 69 exams (Prishtine, Podujeve, Prizren, Suhareke, Lipjan, Gjilan and Kamenice).

Research method

The data were collected from the students' assessment tools or from the exams designed by the lower secondary school teachers. The contents of the native language exams of grades 6-9 of lower secondary school were analyzed and compared, namely the contents of 69 exams. A total of 870 different requirements in the exams were analyzed to find out how they are formulated, the level of difficulty and how they unleash creativity to stimulate students' thinking and align with curriculum learning outcomes.

RESULTS

The analysis of the results focuses on analyzing the demands made in the exams, as well as their content and level of difficulty.

The following table analyzes the words that begin the questions in the exams, the words that begin the tasks and requirements for students in all grades of lower secondary school, the levels of difficulty and the aspects they assess.

The data presented in the table show that the demands on the students, the questions and the tasks are in the vast majority of cases at a low level of knowledge and require a simple reproduction of learned information and facts. The question words or other words with which the tasks or requirements begin focus on knowledge and understanding of topics and concepts, and only in a few cases is the high level of difficulty confirmed. Creative questions and open-ended questions that could stimulate students' thinking are generally absent.

From the data collected, 23.22% of the questions are related to the question: What? What is? What is? In what way? What tense is the verb in? In which case? In which gender? Which one do you choose? With which one? Which questions? Which character? Which elements? Which part of the speech? There are question words that provide information about the topic and content.

With the question: What is? What is that? What are they? What is? What is it called? What is it for? What is its meaning? What is its history? What do they contain? What are they? Which text? What is shown in it? What do you understand? What kind? What kind of text? What is it for? Which sentence? What function? With whom? How is the topic expressed? With which expressions? With which question? 17.70% of the questions, which are

also rhetorical questions, are closed questions that expect an answer to the terms and certain definitions of the content of the topics learned. They are questions that expect a direct answer, especially about word types and grammatical structures.

Another part of the surveys is reflected in the question words: How are they structured? How are they differentiated? How are they classified? How are they ordered? How are they understood? How are they expressed? To what extent? Results for 6.78% of search queries.

With the search terms: Where? When? Who? Whose? By whom? In 5.75% of the questions, which are also questions with a low level of difficulty, the answers refer to the date, place and period in which an event took place. With the prompt: fill, begin 3.44% of the tasks; with the prompt: Conjugate, begin 3.44% of the tasks; with the prompt: Underline, Underline and indicate, begin 3.10% of the tasks; with the prompt: Inflect, begin: 2.64% of the tasks; with the prompt: Circle; round, start 3.56% of the tasks; with the prompt: show/tell; indicate the type, start 2.41% of the tasks; with the prompt: Find, start 2.98% of the tasks. All prompts beginning with the words: Fill, conjugate, underline, Inflect, circle, Say, find and similar prompts generally measure or assess the level of identification and discrimination of word types. They do not encourage students to think at a higher level, but primarily promote thinking and the reproduction of data about linguistic structures as rules and norms rather than the function of their use. This does not mean that this data is not important, but in school practice, students need to be encouraged to learn the practical function of language use in more creative ways and to use the data to produce effects and outcomes that serve to develop competent students.

The table above reflects all the data collected, but the overview of the demands in

Table 3. Data in numbers and percentages (%) to understand the frequency of their use in student assessment, their levels of difficulty, and to deduce what they measure or assess.

The words with which the requests start in the analyzed tests	Class 6	%	Class 7	%	Class 8	%	Class 9	%	Total 6-9	%
Write	13	5%	12	7.18%	7	3.01%	14	6.63%	46	5.28%
connect; Connect the words, Match the feature with the expression	8	3.07%	3	1.79%	8	3.44%	3	1.42%	22	2.53%
Underline, Underline and show	11	4.23%	10	5.98%	5	2.15%	1	0.47%	27	3.10%
Right-wrong	2	0.77%	4	2.39%	2	0.86%	8	3.79%	16	1.84%
Inflect	8	3.07%	5	2.99%	7	3.01%	3	1.42%	23	2.64%
Which one? Which are? Which is? In Which way? What tense is the verb in? In which case? In which gender?	47	18.07%	46	27.54%	54	23.27%	55	26.06%	202	23.22%
Which one do we choose? With which? Which questions? Which a figure? Which elements? To which part of speech?										
Identify	1	0.38%	/	/	/	/	/	/	1	0.11%
Circle; Round	10	3.84%	5	2.99%	15	6.46%	1	0.47%	31	3.56%
Show/tell; Indicate the type	6	2.30%	3	1.79%	6	2.58%	6	2.84%	21	2.41%
Find	7	2.69%	10	5.98%	5	2.15%	4	1.89%	26	2.98%
What is? What is it? What are they? What is it called? For what? What does it mean? What story? What do they include? What text? What does it show? What do you understand? What kind? What sort? For what? What sentence? What function? With whom? With what is the subject expressed? With what expressions? With what question?	59	22.69%	21	12.57%	42	18.10%	32	15.17%	154	17.70%

Table 3. (Continued)

The words with which the requests start in the analyzed tests	Class 6	%	Class 7	%	Class 8	%	Class 9	%	Total 6-9	%
Create, form	3	1.15%	/	/	2	0.86%	2	0.94%	7	0.80%
How is it divided? How it distinguishes? How are they classified? How are they ranked? How are they understood? How is it expressed? In how much?	18	6.92%	8	4.79%	15	6.47%	18	8.53%	59	6.78%
Distinguish	2	0.76%	1	0.59%	6	2.58%	3	1.42%	12	1.38%
Turn	2	0.76%	6	3.59%	/	/	3	1.42%	11	1.26%
Where? When? Who? Whose? By whom?	15	5.76%	14	8.38%	7	3.01%	14	6.63%	50	5.75%
Create; Create sentences	1	0.38%	/	/	1	0.43%	1	0.47%	3	0.34%
Put in the right place; put the brackets;	13	5%	3	1.79%	2	0.86%	5	2.37%	23	2.64%
Fill	2	0.76%	7	4.19%	13	5.60%	8	3.79%	30	3.44%
Conjugate	14	5.38%	1	0.59%	8	3.44%	7	3.32%	30	3.44%
Define	2	0.76%	/	/	/	/	3	1.42%	5	0.57%
Sort, count, mention	4	1.53%	2	1.19%	3	1.29%	3	1.42%	12	1.38%
Why?	2	0.76%	/	/	/	/	/	/	2	0.23%
Describe; describe briefly	3	1.15%	/	/	1	0.43%	2	0.94%	6	0.69%
Show your judgement	1	0.38%	/	/	/	/	/	/	1	0.11%
Analyze	/	/	/	/	5	2.15%	3	1.42%	8	0.92%
Argue; Prove;	/	/	/	/	1	0.43%	3	1.42%	4	0.46%
Solve	/	/	/	/	1	0.43%	1	0.47%	2	0.23%
Mark	3	1.15%	6	3.59%	6	2.58%	2	0.94%	17	1.95%
Separate	3	1.15%	/	/	3	1.29%	/	/	6	0.69%
Group	/	/	/	/	1	0.43%	2	0.94%	3	0.34%
Read, analyze, circle	/	/	/	/	6	2.58%	3	1.42%	9	1.03%
Put together	/	/	/	/	/	/	1	0.47%	1	0.11%
Total requests	260		167		232		211		870	

the table, expressed in numbers and percentages, is important information to understand that the demands in the analyzed exams are mostly at a low level of recognition and simple comprehension. The questions are very direct and require the reproduction of facts and information about the topics and content learned. Most of the questions require quick answers that contain important facts about the topics and content learned, but only provide information about the level of mastery of the content. In addition, the exams analyzed show that the requirements reflected in the exams come from the content of the textbooks, i.e. the topics covered in the textbooks.

There are only a few tasks and requirements that are reflected in a high level of difficulty, which is a small percentage compared to all the requirements analyzed. Out of the 870 requirements analyzed, only 30 requirements or 3.45% of the requirements analyzed belong to the highest difficulty levels, such as: Reasoning, Judgment, Reading Comprehension, Critical Analysis, Summary Description, etc.

The analyzed exams or the requirements contained in these exams measure knowledge and facts, assess specific lesson content and do not contain elements of a developmental approach for students or tasks with a developmental nature for students. There is a lack of a creative approach to question design and a focus on skills assessment.

It is worth noting that of the 69 instruments analyzed, 7.25% have a different organizational structure, starting with a written text, usually a descriptive or argumentative text, on the basis of which they then develop requirements for student assessment. Such an approach appears to be more conducive to student development and should be used by more teachers and in most cases. However, there is a need to further investigate how creative requirements, questions and tasks are

created based on the texts that precede the requirements in the students' assessment tools.

Another important fact that emerges from the data collected is the lack of adequate planning for student assessment by most teachers.

Of the 34 teachers whose exams were analyzed, only 5.88% plan the learning outcomes and related instruments they will use to assess students in the assessment plan, while 38.23% of them have created assessment plans in which only some instruments and forms of assessment are included, but they have not planned what outcomes they will specifically measure or assess with the planned instruments and forms of assessment. In addition, 55.89% of the teachers involved in the study do not have an assessment plan with clear expectations and a definition of the purpose of assessment.

CONCLUSIONS

The results of the study show that in over 95% of cases, teaching practices and student assessment practices are based on the specific teaching content presented in the respective textbooks. Based on the content of the textbooks, the requirements in the assessment are predominantly low-threshold and measure knowledge and facts about specific content, requirements that demand simple reproduction of information about what has been learned and about grammatical structures.

The research data also show that assessment practices are related to classroom teaching and learning practices, which also focus on textbooks, thus circumventing curriculum requirements for skill development in general and language proficiency in particular. The data is an important indicator of the lack of a proactive, student-centered approach, a creative approach to mediating students' learning

pathways, and a developmental approach to students, both in the learning process and in the process of student assessment.

In most cases, there is a lack of planning for student assessment with clear expectations and goals. Since there are no clear expectations for assessment, the assessment is mainly based on the acquisition of specific content presented in the textbooks and ignores the assessment of the outcomes of the target skills.

Implementing the developmental approach of students is necessary in all educational processes, and for this, the approach of assessment planning, the approach of working with students, the approach of using information resources, and the approach of student assessment need to be changed first. Within the assessment plan, formative assessment requires special attention because formative assessment is one of the assessment methods with a developmental approach that guides and develops students in the learning process through their developmental activities, open-ended and creative tasks to build their learning in the process. Formative assessment helps students in self-evaluation, self-reflection and self-development through their work in the process, through collaboration and interaction with others, through active participation in the learning process, in developing knowledge, skills, attitudes, values and feelings. Teacher feedback is also very important in the interest of student development.

The developmental approach requires a vision, a concrete definition of the goal, clear planning, and expectations, structured and well organized. The learning content is not the goal, it is not the curriculum, but a learning tool to achieve learning outcomes and other developmental effects.

The results achieved in the mother tongue subject have an impact on the results in all other subjects, because the mother tongue has a dual function in school, on the one hand as a

subject and on the other hand as a teaching tool for teaching other subjects.

Therefore, the development of language skills and competencies is a prerequisite for a student's competent development in all other subjects. By developing linguistic competences for the effective use of spoken and written language, for reading comprehension beyond the assigned learning content, we prepare students to deal critically and creatively with information, to find creative solutions, to research information and use it for different purposes, to create, evaluate and argue problems they face in public, private and professional life.

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Praksa procjene učenika kroz razvojni pristup: preduvjet za razvoj kompetencija

Sažetak: Cilj rada je istražiti prakse procjene učenika viših razreda osnovne škole i odrediti u kojoj mjeri su te prakse usklađene sa zahtjevima kurikuluma koji ima za cilj razvijanje kompetencija učenika. Podaci su prikupljeni putem komparativne analize 36 instrumenata procjene iz 17 škola na Kosovu. Najčešće prakse procjene učenika uključuju procjenu putem testova, procjenu putem projekata, kvizova, eseja i domaćih zadaća, dok je najčešća i dominantna praksa procjena putem ispitnih instrumenata. Ono što razlikuje ove prakse su ciljevi, planiranje procjene, zadaci, pitanja i ostali zahtjevi. Iz rezultata proizlazi da je planiranje procjene prilično općenito u većini slučajeva, a u nekim slučajevima uopće nije provedeno. Iako su neki oblici procjene definirani, svrha je većinom izostala, kao i ishodi učenja na koje bi nastavnici trebali usmjeriti pažnju pri procjeni svakog planiranog oblika procjene. Također, dizajn ispita koji se koriste za procjenu učenika uglavnom se temelji na sadržaju udžbenika koji se fokusira na reprodukciju informacija. Zbog ovog oblika procjene nedostaju prakse procjene s “razvojnim pristupom”, što je važno i preduvjet za kompetentan razvoj učenika.

Gljučne riječi: nastava i učenje, prakse procjene, razvojni pristup, kurikulum, razvoj vještina

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