

## Unit 5

# Assessment of students, teachers and schools

### 1. Introduction

For EDC/HRE accounts, what is true for all learning and teaching? How and why do students have to be assessed? Is assessment fair? Does assessment support learning and the process of learning? In EDC/HRE these questions have to be asked in detail for different reasons. Which competences can be assessed? What kind of knowledge is of central importance? Is it important to know the articles of the Universal Declaration of Human Rights by heart or to know about the building up of the system of justice in their country? We cannot answer these questions here because we are all – internationally – in the middle of the discussion and nobody has got a definite solution (yet). Because every kind of learning has to be evaluated according to its success we would like to discuss this aspect carefully. One of the solutions to this question is which form of assessment we choose! If the teachers and students assess the achievement during and not after a learning process (formative assessment), assessment will function as a facilitator of learning and will lead to better achievement. We want to contribute to a wider understanding of learning in this article by presenting different approaches in a non-judgmental way. It is not the question whether we have to assess, but which form of assessment will be used at what point of time and what the specific goals of this assessment are. Therefore, we ask the questions just like asking the question of right choice of learning method: it is not the question of the right method that is important, but which one is used when. EDC/HRE are – as mentioned quite often already – not subjects. They are much more. They are concepts that co-determine the atmosphere of teaching and learning. When assessing the students' achievement and performance in EDC/HRE it is not only the acquired knowledge, the trained competences and the know-how within a subject area that is tested. Assessment also includes dynamic features such as attitudes, insights, cross-curricular abilities like flexibility, communication, interaction skills, argumentation, etc. Assessment therefore takes place in different dimensions. This is valid for all subjects. There are also certain elements of EDC/HRE that we simply may not be able to, or want to, assess, such as values and attitudes, even if we consider these as part of the set of competences that we would like to impress upon students.

## 2. Task and key questions for assessment of students, teachers and schools

### 2.1 Task

In the course of planning your lessons and teaching units, one aspect which deserves attention is the question of how to control and ensure the students' progress in learning, how to identify the progress they have made, and how to evaluate the results of the students' learning and your teaching activities. Before the lessons take place, therefore, you must plan how to establish or estimate, and improve the effect and quality of your teaching, and how to record, analyse, improve and judge the students' work and learning activities. In doing so, you will consider by what measures and instruments you will be able to find out to what extent the class as a whole or individual students have achieved the set objectives and, if required, on what criteria you will base your grading system.

In this chapter you will find out about assessment of students, of teachers and of the school as a whole.

### 2.2 Key questions

Learning process of students:

- How is successful learning identified and assessed?
- In what way is self-assessment and assessment by others applied?
- How do I ensure that the students have achieved the objectives?
- Did the students regularly experience success while they were learning?
- Are they aware of the progress they have made?
- Does my teaching give boys and girls an equal chance of success?
- Do the students consciously watch, control and improve their learning and working behaviour?
- Were the students given any guidelines to assist them while learning?
- Can the students control and assess their learning behaviour and their results themselves?
- Can the students identify the learning behaviour of other colleagues through peer evaluation?
- In their self-assessment, do the students also refer to their own objectives, standards, criteria or needs?
- Do I perceive individual students' progress?
- How do I identify learning problems of individual students?
- How do I observe social interaction in the class?
- How do I keep a record of my observations and assessments of individual students and the class as a whole?

Learning process of teachers:

- How is successful learning identified and assessed?
- In what way is self-assessment and assessment by others applied?
- How, when and with whom do I reflect on my teaching?
- How do I let my students participate?
- How do I relate my students' success or failure to my teaching?
- How do I recognise my progress in teaching, and how do I learn as a teacher?