

Assessment conceptualization and practice from the perspective of primary education teachers / Konceptcija i praksa vrednovanja iz perspektive učitelja primarnog obrazovanja



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Abstract

The paper presents the results of research aimed at exploring primary education teachers' conceptualization of the nature and purpose of assessment while simultaneously exploring potential correlations between identified conceptualizations and the implementation of assessment in their teaching practice. The analysis of the conceptualization of the assessment process involves considerations of its reliability and significance, its role in fostering student development at both cognitive and affective levels, and the perception of assessment as a tool for ensuring the quality of school and teacher work. Furthermore, the practice of assessment by teachers is examined, and the dominance of its orientation towards promoting student development or preparing students for examination tasks is analyzed. The research was conducted through surveys of primary education teachers in the Republic of Croatia. The obtained results indicate a statistically significant correlation between teachers' perceptions of the nature and purpose of the assessment process and its implementation in daily teaching. Teachers who perceive assessment as crucial for personal student development more frequently employ formative assessment methods in their teaching, utilizing them with the aim of fostering student development. The findings inform recommendations for improving assessment practices in primary education, discussing possibilities for enhancing teachers' perception and implementation of assessment, highlighting the importance of harnessing its potential to foster holistic student development.

Key words

assessment purpose; formative assessment; summative assessment; student development promotion; teachers' attitudes

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Sažetak

U radu su prikazani rezultati istraživanja čiji je cilj ispitati koncepciju učitelja o prirodi i svrsi vrednovanja u primarnom obrazovanju, istovremeno istražujući moguću korelaciju između utvrđenih koncepcija i provedbe vrednovanja u njihovoj nastavnoj praksi. Analiza koncepcije o procesu vrednovanja uključuje razmatranje pouzdanosti i važnosti vrednovanja, njegove uloge u poticanju razvoja učenika kako na kognitivnoj tako i na afektivnoj razini te percepciju vrednovanja kao alata za osiguravanje kvalitete rada škola i učitelja. Nadalje, ispituje se učiteljska praksa vrednovanja te se analizira dominacija njezine usmjerenosti na poticanje razvoja učenika ili na pripremu učenika za ispitne zadatke. Istraživanje je provedeno anketiranjem učitelja primarnoga obrazovanja u Republici Hrvatskoj. Dobiveni rezultati pokazuju statistički značajnu povezanost između učiteljske percepcije prirode i svrhe procesa vrednovanja te njegove provedbe u svakodnevnoj nastavi. Učitelji koji vrednovanje percipiraju važnim za osobni razvoj učenika češće primjenjuju formativne oblike vrednovanja u svojoj nastavi koristeći ih sa svrhom poticanja razvoja učenika. Na temelju dobivenih rezultata, zaključuje se o njihovoj implikaciji za odgojno-obrazovnu praksu te se razmatraju mogućnosti za poboljšanje percepcije i provedbe vrednovanja u primarnom obrazovanju, naglašavajući važnost korištenja potencijala vrednovanja u poticanju holističkoga razvoja učenika.

Ključne riječi

formativno vrednovanje; mišljenje učitelja; poticanje razvoja učenika; sumativno vrednovanje; svrha vrednovanja

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