**„Formative assessment and its essence in the teaching process” – training materials**

**Exercise 1)**

- What grades did you get?

…………………………………………………………………………………………………………

- Do you agree with the assessment, if not why?

…………………………………………………………………………………………………………

- What does this assessment mean for you?

…………………………………………………………………………………………………………

- What were you missing to get a higher grade? …………………………………………………………………………………………………………

**-** What is an assessment?

………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………

- What does the assessment give us?

………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………

- What message does the assessment give?

………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………

………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………

Convert each of the 6 grades into a message in relation to the student", e.g. In my opinion, you are ….; In this test you present …; Your knowledge ….;

1 - ……………………………………………………………………………………………………

2 - ……………………………………………………………………………………………………

3 - ……………………………………………………………………………………………………

4 - ……………………………………………………………………………………………………

5 - ……………………………………………………………………………………………………

6 - ……………………………………………………………………………………………………

|  |  |
| --- | --- |
| **ASSESSMENT** | |
| **+** | **-** |
|  |  |

**CONCLUSIONS**:

…………………………………………………………………………………………………………

…………………………………………………………………………………………………………

…………………………………………………………………………………………………………

…………………………………………………………………………………………………………

…………………………………………………………………………………………………………

…………………………………………………………………………………………………………

…………………………………………………………………………………………………………

…………………………………………………………………………………………………………

**ASSESSMENT**

1. "opinion about something or about someone made as a result of analysis"

2. "determining the size or scope of something"

3. "determining the material value of something"

4. "contractual method of qualifying the work and progress of the student

**DISCUSSION**

- What message would I like to convey to my students and what is the message coming from me through grades?

…………………………………………………………………………………………………………

…………………………………………………………………………………………………………

- How do I influence it?

…………………………………………………………………………………………………………

…………………………………………………………………………………………………………

- What can I change?

…………………………………………………………………………………………………………

…………………………………………………………………………………………………………

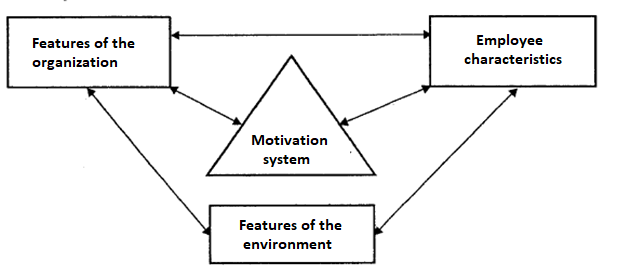


Chart 2. Motivation system according to Roman Karaś

*Source: R. Karaś, Teorie motywacji w zarządzaniu, Wydawnictwo Akademii Ekonomicznej w Poznaniu, Poznań 2004, s.93*

Motivation theories are very often analysed in professional environments. Their use by the largest corporations proves their effectiveness. The above example is universal and also applies to an academic setting. Following this scheme, the student's motivational system consists of:

* Individual features
* Study profile (field of study, scientific area, requirements imposed on the student)
* Features of the environment

Many variables have an impact on each of these factors, which affect the motivation system. The student's features can be divided into four main groups: demographic, cultural, related to the field of study and his / her cognitive resources. That is why, an appropriate work evaluation must adjust its solutions individually to each student. Additionally, the incentive system should contain separate solutions for different groups of students, depending on their study profile. The life situation also affects the student's attitude to learning, so the ideal motivational system should “keep up” with these changes and adapt to the student's current situation, which of course requires a huge commitment and effort from the teacher .

**FORMATIVE ASSESSMENT**

Being aware of the principles, the teacher is ready to ensure the quality of formative assessment process, which should:

* be linked to planning,
* take into account the individual learning styles of students
* be equally important for the implementer from the beginning to the end of the process - from planning to the final evaluation of achievements,
* be consistent with good teaching and training practices,
* build a relationship between the teacher and the student
* motivate the student,
* precisely define the criteria of goal setting,
* provide students with clues on how they can improve their work and develop further
* teaches peer review and self-assessment
* appear at every stage of the student's education - regardless of their level of achievement

|  |  |
| --- | --- |
| **ASSESSMENT** | |
| **TRADITIONAL** | **FORMATIVE** |
| **USE** | |
|  |  |
| **STUDENT** | |
|  |  |
| **TEACHER** | |
|  |  |

**-** **How will you apply the above info information to your current job?**

…………………………………………………………………………………………………………

……………………………………………………………………………………………………………………………………………………………………………………………………………………

…………………………………………………………………………………………………………

…………………………………………………………………………………………………………

…………………………………………………………………………………………………………

**CONCLUSIONS:**

…………………………………………………………………………………………………………

…………………………………………………………………………………………………………

…………………………………………………………………………………………………………

…………………………………………………………………………………………………………

…………………………………………………………………………………………………………

…………………………………………………………………………………………………………

…………………………………………………………………………………………………………

…………………………………………………………………………………………………………

…………………………………………………………………………………………………………

…………………………………………………………………………………………………………

…………………………………………………………………………………………………………

…………………………………………………………………………………………………………**Exercise 2)**

CHOSEN TOPIC:

…………………………………………………………………………………………………………

TEACHER’S QUESTIONS:

…………………………………………………………………………………………………………

…………………………………………………………………………………………………………

…………………………………………………………………………………………………………

…………………………………………………………………………………………………………

…………………………………………………………………………………………………………

…………………………………………………………………………………………………………

TEACHER’S NOTES ABOUT ANSWERS GIVEN BY STUDENT:

…………………………………………………………………………………………………………

…………………………………………………………………………………………………………

…………………………………………………………………………………………………………

…………………………………………………………………………………………………………

…………………………………………………………………………………………………………

…………………………………………………………………………………………………………

ACTION PLAN:

1. ……………………………………………………………………………………………………

2. ……………………………………………………………………………………………………

3. ……………………………………………………………………………………………………

4. ……………………………………………………………………………………………………

OBSERVER COMMENTS:

…………………………………………………………………………………………………………

…………………………………………………………………………………………………………

…………………………………………………………………………………………………………

…………………………………………………………………………………………………………

…………………………………………………………………………………………………………

…………………………………………………………………………………………………………

…………………………………………………………………………………………………………

…………………………………………………………………………………………………………

…………………………………………………………………………………………………………

**DISCUSSION**

- How was the assignment?

…………………………………………………………………………………………………………

…………………………………………………………………………………………………………

- What was the most difficult?

…………………………………………………………………………………………………………

…………………………………………………………………………………………………………

- What have you managed to work out?

…………………………………………………………………………………………………………

…………………………………………………………………………………………………………

- How did you adjust your activities to make it easier for you and the learner to introduce formative assessment?

…………………………………………………………………………………………………………

…………………………………………………………………………………………………………

# **CONCLUSIONS**:

…………………………………………………………………………………………………………

…………………………………………………………………………………………………………

…………………………………………………………………………………………………………

…………………………………………………………………………………………………………

…………………………………………………………………………………………………………

…………………………………………………………………………………………………………

…………………………………………………………………………………………………………

…………………………………………………………………………………………………………

…………………………………………………………………………………………………………

…………………………………………………………………………………………………………

…………………………………………………………………………………………………………

…………………………………………………………………………………………………………

# **NOTES**:

…………………………………………………………………………………………………………

…………………………………………………………………………………………………………

…………………………………………………………………………………………………………

…………………………………………………………………………………………………………

…………………………………………………………………………………………………………

…………………………………………………………………………………………………………

…………………………………………………………………………………………………………

…………………………………………………………………………………………………………

…………………………………………………………………………………………………………

…………………………………………………………………………………………………………

…………………………………………………………………………………………………………

…………………………………………………………………………………………………………

…………………………………………………………………………………………………………

…………………………………………………………………………………………………………

…………………………………………………………………………………………………………

…………………………………………………………………………………………………………

…………………………………………………………………………………………………………

**Bibliography:**

Reykowski J.: *Emocje i motywacja* [w:] Tomaszewski T.: *Psychologia*, PWN, Warszawa 1985.

Reykowski J.: *Motywacja. Postawy prospołeczne a motywacja*, PWN, Warszawa 1979.

Reykowski J.: Teoria motywacji a zarządzanie, WSiP, Warszawa 1992

Karaś, R. (2004). Teorie motywacji w zarządzaniu, Wydawnictwo Akademii Ekonomicznej w Poznaniu, Poznań, s.93

Wróblewski, K. (2019) Ocena skuteczności systemu motywacyjnego w opinii pracowników na przykładzie współczesnych organizacji z branży finansowej, Uniwersytet Jagielloński, Kraków

<https://www.zs7chojnice.pl/ocenianie-ksztaltujace/>

<http://jows.pl/artykuly/ocenianie-jako-nauczanie-i-uczenie-sie?page=show>

<https://sjp.pwn.pl/sjp/ocena;2492427.html>