

Regional Seminar "Assessment and Evaluation in SEE Versus Future Challenges"

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B&H experience

- National Assessment in order to develop standards of students achievements
 - 4th grade of primary school – Mathematics, Mother Tongue(2002/2003), Science (2007)
 - Final grade of compulsory education- Mathematics, Mother Tongue(2003/2004), Physics, Chemistry, Biology (2006)
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- ❑ External Assessment in Gymnasium
 - ❑ 1st grade- Mathematics and Mother Tongue (2007)
 - ❑ 2nd grade- Physics, Chemistry, Biology (2008)
 - ❑ The aim of assessment was school self-evaluation
 - ❑ Participation in TIMSS 2007
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Type of Education

- Reformed Primary school (turn to 9 years of compulsory education)
 - Secondary (Higher Secondary Education)
 - general (Gymnasium 4 years)
 - Vocational Education (3 or 4 years)
 - Higher Education – mostly implementing Bologna process
 - private or public sector
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Type of assessment

- **The student knows more than the teacher about what he has learned even though he knows less about what was taught.**

Peter Elbow

- **What's the best way to improve teaching? Focus on learning.
And the best way to increase learning?
Move the focus off the teacher and onto the student.**

David Kolb





□ Assessment in the classroom

- the feedback to students comes in the form of marks or grades, with little direction or advice for improvement

“ Not very good work ” doesn't help student to know how to do it better or

“ You could do better ” doesn't stimulate student

Not easy to shift from summative to formative assessment, from marking judgments to creating description that can used in the next stage of learning

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- ❑ At this time, most classroom assessment is assessment of learning, focused on measuring learning
 - ❑ First 3 grades of reformed primary school – descriptive evaluation
 - ❑ In reality it's still summative assessment
 - ❑ Understanding of the context of assessment?
 - ❑ Self-assessment ?
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Problems encountered

- ❑ Fragmentation of educational systems in B&H
 - ❑ Collecting data
 - ❑ Lack of expertise
 - ❑ Media cooperation
 - ❑ Financial support- Policy makers are expecting improvements; understanding that improvement needs also more financial support, is not very clear for them
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Impact of the assessment

- ❑ The results were not used as we expected in order to improve the quality of assessment and the quality of education as a whole
 - ❑ Secondary Analysis TIMSS 2007- preparations for publication are in final stage-expectations are that this time will have strong impact on educational policy
 - ❑ Agency is worried about the impact of future researches and their destiny
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Thank you!

