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STANDARD AND CRTEIRIA OF EVALUATION OF STUDENTS' KOWLEDGE IN ENGLISH LANGUAGE ON NON CORE FACULTY

Vesna Đurović[1]

Abstract

Foreign language on non-core faculties often has a specific status. It is often the case that a number of students have limited or no previous knowledge. On the other hand, there are a certain number of students who have excellent knowledge, so the corpus they should learn is not interesting for them. Therefore they are unmotivated and uninterested for the work on the classes. For all the reasons mentioned before it is necessary to make qualitative classification previously acquired knowledge, and according to these results make the groups in order to adjust the lessons to the knowledge of the students. That does not mean that the evaluation of knowledge and assessment should not be done on the same way or on the same principle. On the contrary, it is necessary to gain the same knowledge level with all students, in order to have assessment on the same level.

Key words: teaching a foreign language, knowledge assessment, grouping and motivating.

INTRODUCTION

Foreign language on non-core faculty is usually an elective course. The issue of criteria for knowledge assessment is the crucial one for the teachers. That is, what is the knowledge that a student should acquire after taking this course or any other foreign language course on non-core faculty. In conclusion it should be some basic level of language knowledge if we know that teachers are burdened by insufficient number of classes and enormous corpus. In this paper language skills will be analyzed and some suggestions for knowledge assessment of the students will be given.

According to the changes that have occurred in higher education after the signing of the Bologna Declaration a new system of monitoring and

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STANDARDI I KRITERIJUMI VREDNOVANJA ZNANJA STUDENATA IZ ENGLESKOG JEZIKA NA NEMATIČNOM FAKULTETU

Vesna Đurović[1]

Sažetak

Strani jezik na nematičnim fakultetima nerijetko ima specifičan status. Česte su situacije da određeni broj studenta iz stranog jezika imaju ograničena ili nikakva predznanja. Sa druge strane postoje i oni studenti koji imaju odlična predznanja, te gradivo koje trebaju da uče često nije interesantno. Samim tim, ova grupa studenata je nemotivisana i nezainteresovana za rad na časovima. Zbog svega navedenog neophodno je kvalitetno klasifikovati prethodna znanja studenata i na osnovu toga napraviti grupe, kako bi se rad na časovima mogao prilagoditi određenoj ciljnoj grupi. To ne znači da se vrednovanje znanja i evaluacija ne trebaju sprovesti na isti način ili po istom principu. Upravo suprotno, potrebno je dostići jednak nivo znanja kod svih studenata, kako bi i i evaluacija bila na istom nivou.

Ključne riječi: *nastava stranog jezika na nematičnom fakultetu, evaluacija znanja, vrednovanje znanja, grupisanje i motivisanje*

Abstract

Foreign language on non-core faculties often has a specific status. It is often the case that a number of students have limited or no previous knowledge. On the other hand, there are a certain number of students who have excellent knowledge, so the corpus they should learn is not interesting for them. Therefore they are unmotivated and uninterested for the work on the classes. For all the reasons mentioned before it is necessary to make qualitative classification previously acquired knowledge, and according to these results make the groups in order to adjust the lessons to the knowledge of the students. That does not mean that the evaluation of knowledge and assessment should not be done on the same leves or on the same principle. On the contrary, it is necessary to gain the same knowledge level with all students, in order to have assessment on the same level.

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evaluating the work of students was imposed. Unlike previous summative assessment of the student at the end of the semester, if it is the one-semester exam, or at the end of the school year, if it is more than one semester exam; according to the new system of work, there are assessing of colloquium, seminar papers, essays, various tests and other similar forms of assessment students. This gave the possibility to lecturers to charge students with a small amount of material, and at the same time to provide a diversity of testing. Providing that student will learn better the smaller amount of material for the exam, the new system of work should bring better results than the old one. Any language can be monitored and evaluated in many different ways. Every teacher should bear in mind what are the competence and what is the knowledge, namely the levels of knowledge and usage of language, the student should permanently adopt after finishing the course of a foreign language. If we bear in mind that the ultimate goal of learning any language is communication, it is clear that the focus of teaching should be the adoption of linguistic competence, development of conversational skills and ways of communication in general. In order to better achieve this goal it is important to make clear the scale of assessment or evaluation of student learning. That is, it is important to clarify some terminology definitions in order to know what is the task of the teacher, not only in the process of teaching, but also in the process of student assessment or evaluation of their knowledge.

THEORY
DETERMINATION OF THE TERM

When it comes to evaluating of the pedagogical literature, one can find a number of terms that are used as synonyms or related terms. It is imperative to make a clear definition and distinction of concepts such as evaluation, assessment of students' knowledge, monitoring, measurement. In the literature there are different interpretations. Emina Hebib points out that there is a strong conceptual mismatch, and that is now synonymous with slight differences the uses of the terms evaluation, assessment, measurement, monitoring and alike. [2] Evaluation has a broader meaning. It is implied valuation of something according to the established criteria. [3] Thus, for each subject, including English language, it is necessary to determine what it is that is valued, and what are the outcomes that will be evaluated on the basis of which criteria. It is also important to clearly define what is a student as-

2 Hebib, Emina, *Različita određenja pojma evaluacija kao rezultat razlika u shvatanjima cilja, funkcije, sadržaja i metodološke osnove evaluacije*, Pregledni naučni rad, Pedagogija XXVII (XLVI), 3 -4, 1992.

3 *Pedagoška enciklopedija*, Beograd, 1989., str. 192.

Key words: *foreign language on non-core faculties, evaluation of the knowledge, knowledge assessment, grouping and motivating*

UVOD

Stani jezik na nematičnom fakultetu obično je izborni predmet. Za predavače se često nameće pitanje koji su to kriterijumi na osnovu kojih student treba da dobije ocjenu iz ovog predmeta. Odnosno, koja su to znanja koja student treba da ponese nakon odslušanog kursa iz nekog stranog jezika na nematičnom fakultetu. Ograničeni malim fondom časova i velikom količinom gradiva nameće se zaključak da je to jedno uže i osnovno znanje. U skladu sa tim analiziraće se jezičke vještine i dati prijedlog za evaluaciju znanja studenata.

U skladu sa promjenama koje su nastale u visokoškolskom obrazovanju nakon potpisivanja Bolonjske deklaracije nametnuo se i jedan novi sistem praćenja rada i vrednovanja znanja studenata. Za razliku od dosadašnjeg sumativnog načina ocjenjivanja studenata na kraju semestra, ukoliko je jednosemestralni ispit, ili školske godine, ukoliko je višesemestralni ispit, prema novom sistemu rada, nameće se ocjenjivanje kroz kolokvijume, seminarske radove, eseje, razna testiranja i druge slične oblike provjere znanja studenata. Ovo je dalo mogućnost predavačima da studente opterete manjom količinom gradiva, a istovremeno i raznovrsnijem načinu ispitivanja. Ako posmatramo tako da će studenti manju količinu gradiva koju trebaju da savladaju za određenu provjeru kvalitetnije naučiti i usvojiti, novi sistem rada trebao bi donijeti bolje rezultate od dosadašnjeg sistema rada. Bilo koji jezik može se pratiti i ocjenjivati na mnogo različitih načina. Svaki nastavnik treba imati u vidu koje su to kompetencije i koja su to znanja, tačnije nivoi znanja i korištenja jezika, koje student treba trajno usvojiti nakon odslušanog kursa stranog jezika. Ako imamo na umu da je krajnji cilj učenja bilo kojeg jezika komunikacija, jasno nam je da fokus poučavanja treba biti na usvajanju jezičkih kompetencija, razvijanju vještine konverzacije i načina komunikacije u cjelini. U cilju što boljeg ostvarivanja ovog cilja važno je napraviti jasnu skalu ocjenjivanja ili vrednovanja znanja studenata. Odnosno, važno je razjasniti neke terminološke definicije kako bismo znali šta je zadatak nastavnika ne samo u procesu poučavanja, već i u procesu ocjenjivanja studenata ili evaluacije njihovog znanja.

TEORIJSKI OKVIR
POJMOVNO ODREĐENJE

Kada je riječ o evaluaciji u pedagoškoj literaturi može se naći nekoliko pojmova koji se koriste kao sinonimi ili pak srodni pojmovi. Od izuzetne je

sessment and note is it a broader or narrower concept in relation to the evaluation. Assessment of knowledge is evaluation. Do we, as part of the assessment of knowledge or evaluation, evaluate the ultimate goal or outcome of learning? It is important to know that the assessment should be aligned with the ultimate goal and the outcome of learning. Every teacher needs to consider what is important in the course and what students need to bring permanent, and whether this expectation coincides with the ultimate goal of total educational process and the learning process with the aim of training for a future career. It is discouraging that the system of society is based on the evaluation. Unfortunately, very often our students are motivated to learn only to achieve high scores, and not because of the enrichment of knowledge and the acquisition of certain competencies. In the diagrams, the authors emphasize that it is necessary to put into the center of interest the ultimate goal and outcomes of teaching a particular subject, in accordance with the purpose and outcomes one needs to make decisions about how and what to teach, and how and what to assess.

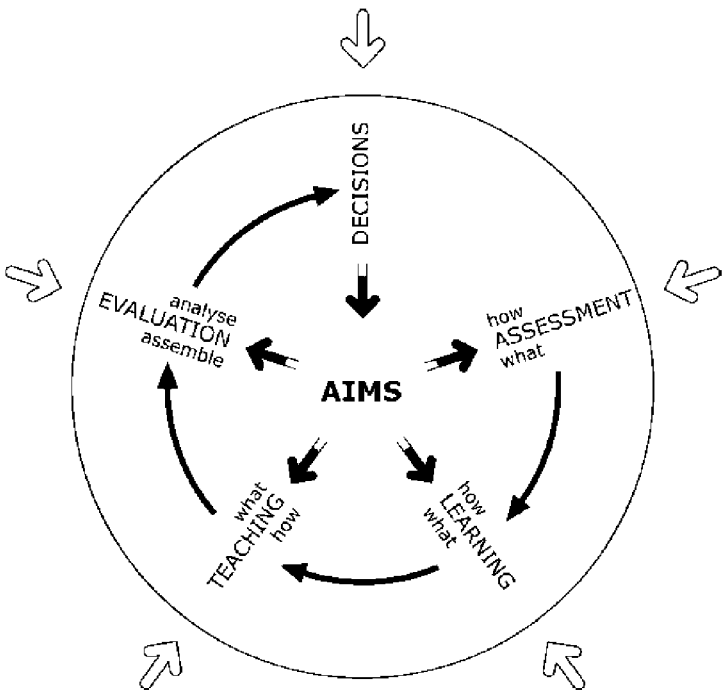


Figure 1: A Logical Model of Curriculum Development (from Cowan & Harding, 1986). Diagram used for the purpose of introducing academic staff to the concept of using a model to inform the design, development and delivery of the curriculum

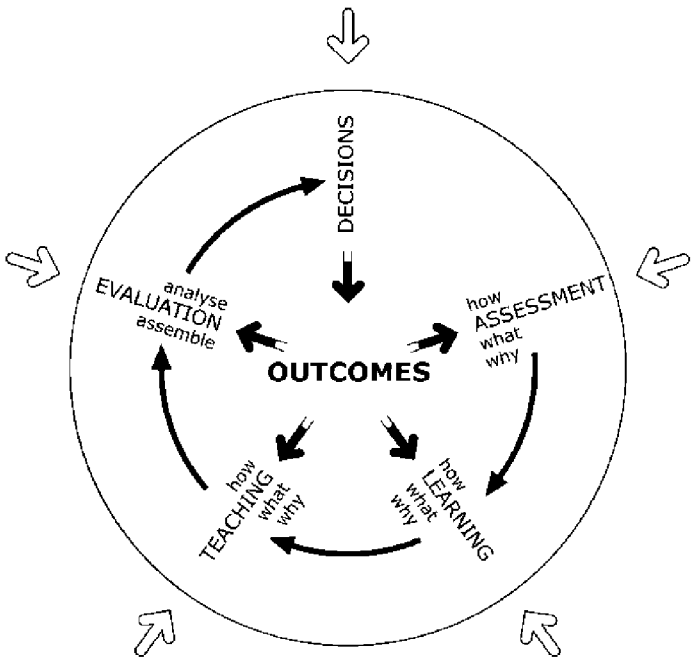
važnosti napraviti jasno definisanje i razgraničenje pojmova kao što je evaluacija, vrednovanje znanja studenata, praćenje, mjerenje, ocjenjivanje. U literaturi se nalaze različita tumačenja. Emina Hebib ističe da postoji velika pojmovna neusklađenost, te da se danas istoznačno ili sa malim razlikama koriste termini evaluacija, vrednovanje, mjerenje, ocjenjivanje, praćenje i slično.[2] Evaluacija ima šire značenje i podrazumijeva vrednovanje nečega prema utvrđenom kriterijumu. [3] Dakle, za svaki predmet, pa tako i za engleski jezik, neophodno je utvrditi šta je to što se vrednuje, odnosno koji su to ishodi učenja koje ćemo vrednovati i na osnovu kojeg kriterijuma. Takođe je važno jasno definisati šta je to vrednovanje znanja i uočiti da li je to širi ili uži pojam u odnosu na evaluaciju. Vrednovanje znanja jeste evaluacija. Da li u okviru vrednovanja znanja, odnosno evaluacije, ocjenjujemo krajnji cilj ili ishod učenja? Važno je znati da ocjenjivanje treba uskladiti sa krajnjim ciljem i ishodom učenja. Svaki predavač treba da se zapita šta je važno u okviru predmeta što studenti trebaju da trajno ponesu, kao i to da li se to očekivanje poklapa sa krajnjim ciljem ukupnog obrazovnog procesa i samog procesa učenja u cilju obuke za neko buduće zanimanje. Poražavajuće je da je sistem društva zasnovan na ocjenjivanju. Na žalost, vrlo često naši studenti su motivisani da uče samo zbog postizanja visoke ocjene, a ne zbog obogaćivanja znanja i sticanja određenih kompetencija. U dijagramima autori naglašavaju da je neophodno u centar interesovanja staviti krajni cilj i ishode poučavanja određenog predmeta, a u skladu sa ciljem i ishodima potrebno je donijeti odluke kako i šta poučavati, odnosno kako i šta ocjenjivati.

2 Hebib, Emina, *Različita određenja pojma evaluacija kao rezultat razlika u shvatanjima cilja, funkcije, sadržaja i metodološke osnove evaluacije*, Pregledni naučni rad, Pedagogija XXVII (XLVI), 3 -4, 1992.

3 *Pedagoška enciklopedija*, Beograd, 1989., str. 192.

The first diagram shows the model of curriculum development of any subject. It was used to introduce the academic staff in mantioned concept where in the centre of curriculum development of any subject should be the aim of the studing. Based on clearly defined aim it is necessary to decide how and what to evaluate, that is which knowledges and based on what issues that knowledge should be evaluated, and also how and what to learn, or teach. According to everything mentioned before it is neccesary to make an analasy of the evaluation and decide what will be evaluated. [4]

Assessment of Student Learning: promoting a scholarly approach



The other detailed diagram develops a concept, except that at the center of interest puts learning outcomes. Accordingly, it is necessary to develop concepts how and what to evaluate; what, why and how to teach; and finally analyze the process of evaluation. [5]

The evaluation process is one of the most difficult tasks for each teacher. It is crucial to clearly define and present to the students which are the components that will be evaluated, as well as what the knowledge is needed to

4 Lorraine, Stefani, *Assessment of Student Learning: promoting a scholarly approach,* Learning and Teaching in Higher education, Issue 1, 2004 – 2005, pg. 56. i 57.
5 Ibid.

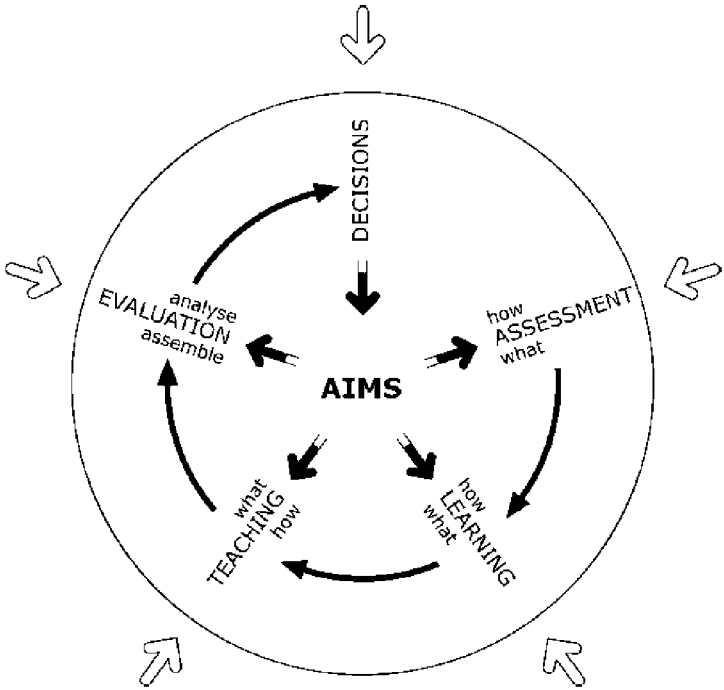


Figure 1: A Logical Model of Curriculum Development (from Cowan & Harding, 1986). Diagram used for the purpose of introducing academic staff to the concept of using a model to inform the design, development and delivery of the curriculum

Prvi dijagram opisuje model razvoja kurikuluma bilo kojeg predmeta, a korišten je za uvođenje akademskog osoblja u navedeni koncept koji podrazumijeva da u središtu razvoja kurikuluma bilo kojeg predmeta treba biti cilj izučavanja, a na osnovu jasno definisanog cilja potrebno je donijeti odluku kako i šta vrednovati, odnosno koja znanja i na osnovu čega ta znanja treba vrednovati; zatim kako i šta učiti, odnosno poučavati i na osnovu svega navedenog napraviti analizu evaluacije, odnosno šta je to što ćemo ocjenjivati. [4]

Drugi dijagram detaljnije razvija koncept, s tim što u centar interesovanja stavlja ishode učenja. U skladu s tim potrebno je razviti koncepte šta i kako vrednovati, šta, kako i zašto učiti, šta, kako i zašto poučavati i na kraju analizirati proces evaluacije. [5]

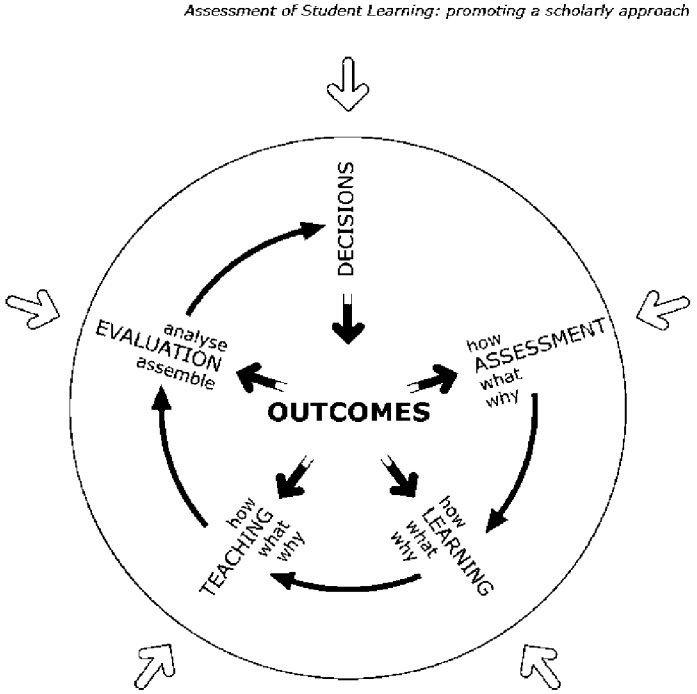
4 Lorraine, Stefani, *Assessment of Student Learning: promoting a scholarly approach*, Learning and Teaching in Higher education, Issue 1, 2004 – 2005, str. 56. i 57.
5 Ibid.

obtain a certain number of points, or a certain mark. It is not rare that teachers are prone to subjective judgment. Subjective evaluation can have its positive side when we talk about the formative method of assessment, and if we want to motivate and stimulate the students to achieve better results. Since this often is not the case, in our classrooms and amphitheatres we often encounter a halo effect, evaluating in affect or the unstable criteria in the evaluation is present.[6] To avoid this during the process of evaluation or assessment it is necessary to set a criteria for evaluating student in accordance with the learning outcomes; provide a clear understanding between teachers and students what the criterion of evaluation is, ensure transparency and insight into the system of evaluation, as well as feedback from students, i.e. whether the student agrees or disagrees with the assessment, to what extent and what would he / she have done differently. Communication and open relationship between the teacher and the student will contribute to a better understanding of the whole process of learning, teaching and assessment and make meaningful, purposeful and generally more useful. Below we give a proposal for evaluating language skills in the example of the English language. Depending on the outcomes of learning skills will have different components that are measured and evaluated, and the model can be applied in the evaluation of the subject by combining the assessment of language skills, and activities and engagement of students in the classes themselves lectures and exercises the above subject.

EVALUATION ON THE EXAMPLE SUBJECT FOREIGN LANGUAGE / ENGLISH LANGUAGE

Since the score in teaching English language most commonly is performed as a collective component of two colloquiums, final exam and the presence and engagement in the classroom, assessment of language skills can be adapted to pre-exam and exam commitments as follows: first colloquium can be evaluated through the essay, others second test could be a test of reading, while the final exam in this case represent a synthesis of acquired knowledge from the whole material of the subject. Attendance and engagement in the classes also carries a certain number of points, and the students' work is thus further monitored, and students are motivated to come to classes regularly and to further engage in the lessons.

6 Ibid.



Proces ocjenjivanja je jedan od najtežih zadataka svakog nastavnika. Od izuzetnog je značaja jasno definisati i studentima prezenotvati koje su to komponenete koje će se ocjenjivati, kao i koja su to znanja potrebna da bi se dobio određeni broj bodova, odnosno određena ocjena. Nisu rijetki slučajevi kada su nastavnici skloni subjektivnom ocjenjivanju. Subjektivno ocjenjivanje može imati svoje pozitivne strane kada govorimo o formativnom načinu ocjenjivanja i ako na taj način želimo da motivišemo i podstaknemo studenta da postiže bolje rezultate. Budući da ovo često nije slučaj, nerijetko ćemo u našim učionicama i amfiteatrima naići na halo-efekat, ocjenjivanje u afektu ili na nestabilne kriterijume pri ocjenjivanju.[6] Da bi se ovo izbjeglo prilikom procesa ocjenjivanja ili evaluacije potrebno je: postaviti kriterijume za ocjenjivanje studenta u skladu sa ishodima učenja, osigurati jasno razumijevanje između nastavnika i studenata koji je to kriterijum ocjenjivanja, osigurati transparentnost i uvid u sistem ocjnjivanja, kao i povratnu informaciju od studenata, tj. da li se student slaže, odnosno ne slaže sa ocjenom, u kojoj mjeri i šta bi on / ona drugačije uradili.

Komunikacija i otvoren odnos između nastavnika i studenta doprinijeće boljem razumijevanju i cjelokupan proces učenja, poučavanja, pa i ocjenjivanja

6 Suzić, Nenad, *Pedagogija za XXI vijek,* Izdavačka kuća Suzić "Books and Sounds", Banja Luka, 2005., str. 633 – 635.

THE FIRST PRELIMINARY EXAM – ESSAY

The essay is one of the skills in language teaching, which gives a fairly complete picture of the students' knowledge level in terms of vocabulary, sentence structure, style development, grammar and employment of grammar rules used in a proper way. Students under this test can score maximum of twenty points.Reflecting on what in the teaching of language is needed to assess in the scope of this skill following components appeared:

1. Vocabulary .....0-2 points
2. Sentence structure .....0-2 points
3. Topic .....0-2 points
4. Proper writing (spelling) ..... 0-2 points
5. Structure of the text .....0-2 points
6. The number of words in the essay .....0-2 points
7. Grammar .....0-2 points
8. Punctuation ..... 0-2 points
9. Connections to other text ..... 0-2 points
10. Style ..... 0-2 points

SECOND PRELIMINARY EXAM – READING

To adopt the knowledge of any subject it is necessary to master the skill of reading. In the teaching of English as general subject that is taught at non-core faculty, reading is one of the skills that students should master. Students under this Colloquium may also collect a maximum of twenty points. Within the reading skills component that can be assessed are:

1. Vocabulary .....0-4 points
2. Understanding of a given text .....0-4 points
3. Regularity of speaking (respecting the student's decision to use BrE or AE) ..... 0-4 points
4. Fluency ..... 0-4 points
5. Expression ..... 0-4 points

THE FINAL EXAM

The final exam includes checking the entire material through the test. The test should include the tasks of different types, which are checked:

1. Understanding of the text through a series of questions and answers..... 0-10 points
2. Grammar tasks ..... 0-10 points
3. Conversations ..... 0-10 points
4. Translation of text from English into Serbian ..... 0-10 points

učiniti smislenijim, svrsishodnijim i uopšte korisnijim. U nastavku ćemo dati prijedlog za ocjenjivanje jezičkih vještina na primjeru engleskog jezika. Zavisno od ishoda učenja vještine će imati različite komponenete koje se vrednuju i ocjenjuju, a model se može primjeniti u ocjenjivanju nastavnog predmeta kombinujući ocjenjivanje jezičkih vještina, i aktivnosti i angažovanosti studenata na samim časovima predavanja i vježbi navedenog nastavnog predmeta.

EVALUACIJA NA PRIMJERU PREDMETA STANI JEZIK – ENGLESKI JEZIK

Budući da se ocjena iz nastavnog predmeta Engleski jezik najčešće izvodi kao zbirna komponenta dva kolokvijuma, završnog ispita i prisustva i angažovanosti na nastavi, ocjenjivanje jezičkih vještina može se prilagoditi predispitnim i ispitnim obavezama na sljedeći način: prvi kolokvijum može da se ocjenjuje kroz esej, drugi kolokvijum može da bude test čitanja, dok bi završni ispit u tom slučaju predstavljao sintezu usvojenog znanja iz gradiva navedenog nastavnog predmeta. Prisustvo nastavi i angažovanost na časovima takođe nose određeni broj bodova, te se rad studenata na taj način dodatno prati, a studenti su motivisani da na časove dolaze redovno i da se na časovima dodatno angažuju.

PRVI KOLOKVIJUM - ESEJ

Esej je jedna od vještina u nastavi jezika koja daje prilično kompletnu sliku o nivou znanja studenta u smislu poznavanja vokabulara, strukture rečenice, razvijenosti stila, poznavanju gramatike i speremnosti studenta da gramatička pravila koristi na pravilan način. Student u okviru ovog kolokvijuma maksimalno može skupiti dvadeset bodova.

Razmišljajući šta je to što u okviru nastave jezika je potrebno ocjenjivati u okviru ove vještine došlo se do sljedećih komponenti:

1. vokabular ..... 0 - 2 boda
2. struktura rečenice ..... 0 - 2 boda
3. tema ..... 0 - 2 boda
4. pravilno pisanje (spelling) ..... 0 - 2 boda
5. struktura teksta ..... 0 - 2 boda
6. broj riječi u eseju ..... 0 - 2 boda
7. gramatika ..... 0 - 2 boda
8. interpunkcija ..... 0 - 2 boda
9. povezanost sa ostalim tekstom ..... 0 - 2 boda
10. stil ..... 0 - 2 boda

5. Translation of text from Serbian to English ..... 0-10 points

THE PRESENCE AND INVOLVEMENT IN CLASS

Since the introduction of the Bologna Process attendance became mandatory. Therefore students have the option of regular learning and testing the acquired knowledge. On the other hand, this provides the ability for teachers to record, track and convert into point engagement and promptness of students in the classes. This is necessary for the final mark. Attendance can be marked as follows:

0-50 % ..... 0 points
51-60 % ..... 6 points
61-70 % ..... 7 points
71-80 % ..... 8 points
81-90 % ..... 9 points
91-100 % ..... 10 points

CONVEYING POINTS INTO MARKS

It was previously listed the scoring system for Colloquium, final exam and attendance in class. In order to achieve a positive mark the student needs to collect a certain number of points, at the preliminary exams – colloquiums, attendance in class, as well as on the final exam. The sum of two colloquiums, final exam and attendance in classes is a maximum of one hundred points. According to that marks would be carried out by the following:

0 – 50 points (grade 5),
51 – 60 points (grade 6),
61 -70 points (grade 7),
71 – 80 points (grade 8),
81 – 90 points (grade 9),
91 – 100 points (grade 10).

CONCLUSION

Since the introduction of the Bologna Process a new system of student learning evaluation have been introduced on colleges. The current testing system adapted by summary mode has been replaced by continuous monitoring of the learning process and progress of each student individually. This certainly requires a lot of work and preparation of both key factors in teaching higher education, students themselves, as well as teachers and assistants. The scoring system requires a process of continuous learning and fulfilling

DRUGI KOLOKVIJUM - ČITANJE

Da bi se usvojilo znanje iz bilo kojeg predmeta potrebno je savladati vještinu čitanja. U okviru nastave Engleskog jezika, kao opšteg predmeta koji se izučava na nematičnom studiju, čitanje je još jedna od vještina koju bi trebalo studenti da savladaju. Student u okviru ovog kolokvijuma takođe može da sakupi maksimalno dvadeset bodova. U okviru vještine čitanja komponente koje se mogu ocjenjivati su:

1. vokabular ..... 0 – 4 boda
2. razumijevanje zadanog teksta ..... 0 – 4 boda
3. pravilnost izgovora poštujući pravo studenta da se opredijeli za određeni akcenat (britanski ili američki izgovor) ..... 0 – 4 boda
4. fluentnost ..... 0 – 4 boda
5. izražajnost ..... 0 – 4 boda

ZAVRŠNI ISPIT

Završni ispit podrazumijeva provjeru cjelokupnog gradiva kroz test. Test treba da sadrži zadatke različitog tipa kojima se provjerava:

1. razumijevanje teksta kroz niz pitanja i odgovora ..... 0 – 10 bodova
2. gramatički zadaci ..... 0 – 10 bodova
3. konverzacija ..... 0 – 10 bodova
4. prevod teksta sa engleskog na srpski ..... 0 – 10 bodova
5. prevod teksta sa srpskog na engleski ..... 0 – 10 bodova

PRISUSTVO I ANGAŽOVANOST NA NASTAVI

Od uvođenja bolonjskog procesa prisustvo nastavi je postalo obavezno. Samim tim studenti imaju mogućnost redovnog učenja i isticanja stečenog znanja. Ovo, sa druge strane daje mogućnost nastavnicima i saradnicima da angažovanost i ažurnost studenata na časovima bilježe, prate i pretvore u bodove, neophodne za ocjenu. Prisustvo nastavi se može bodovati na sljedeći način:

0 - 50 % ..... 0 bodova
51 – 60 % ..... 6 bodova
61 – 70 % ..... 7 bodova
71 – 80 % ..... 8 bodova
81 – 90 % ..... 9 bodova
91 – 100 % ..... 10 bodova[7]

7 Branković, Drago, *Sistem bodovanja i ocjenjivanja ishoda učenja, Evaluacija rada studenata i nastavnika – hrestomatski izbor tekstova,* Filozofski fakultet, Banja Luka, 2012., str. 80.

of preliminary exams, as well as the final exams. As a result of this, with regular learning at the end of the learning process, students should bring a more complete and comprehensive knowledge of the subjects.

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5. *Pedagoška enciklopedija,* Beograd, 1989.

PREVOĐENJE BODOVA U OCJENE

Prethodno je naveden bodovni sistem za kolokvijume, završni ispit i prisustvo na nastavi. Kako bi student ostvario pozitivnu ocjenu na nastavnom predmetu potrebno je da sakupi određen broj bodova, kako na predispitnim obavezama – kolokvijumi i prisustvo na nastavi, tako i na završnom ispitu. Zbir dva kolokvijuma, završnog ispita i prisustva na nastavi je maksimalno stotinu bodova. U skladu sa tim ocjene bi se izvele iz sljedećeg:

0 – 50 bodova – ocjena 5,
51 – 60 bodova – ocjena 6,
61 – 70 bodova – ocjena 7,
71 – 80 bodova – ocjena 8,
81 – 90 bodova – ocjena 9,
91 – 100 bodova cojena 10.

ZAKLJUČAK

Od uvođenja bolonjskog načina rada na fakultetima nametnuo se i novi sistem vrednovanja znanja studenata. Dosadašnji sistem ispitivanja prilagođen sumativnom načinu rada zamijenjen je kontinuiranim praćenjem procesa učenja i napredovanja svakog studenta pojedinačno. Ovo svakako zahtijeva veliki rad i pripremu oba ključna faktora u nastavi visokog obrazovanja, kako samih studenata, tako i nastavnika odnosno saradnika. Bodovni sistem zahtijeva kontinuran proces učenja i ispunjavanja kako predispitnih, tako i ispitnih obaveza. Kao rezultat ovakvog redovnog učenja studenti bi trebali na kraju procesa učenja ponijeti kompletnije i sveobuhvatnije znanje iz nastavnih predmeta.

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