



Form for the course SYLLABUS

Basic data of the subject	
Academic unit:	Faculty of Education/ Primary
Subject title:	Evaluation in education
Level:	Basic studies (bachelor)
Case Status:	Obligated
Year of studies:	IV
Number of hours per week:	2+1
Credit value – ECTS:	5
Time / location:	148
Subject teacher:	Prof. Assoc. Dr Vedat Bajrami
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Description of the subject	The course Assessment in Education aims to provide an advanced theoretical and practical framework on contemporary concepts, models, and strategies of assessment within the context of primary education, treating assessment as a systematic, ethical, and developmental process aimed at improving teaching and learning. The course is grounded in modern competency-based assessment approaches, aligned with the Kosovo Curriculum Framework (KCF) and European quality standards in education. It critically examines the interrelationship between learning outcomes, instructional objectives, and assessment strategies, emphasizing the principle of constructive alignment.
The purpose of the subject	The aim of the course “Assessment in Education” is the professional and methodological preparation of students to plan, implement, and analyze assessment processes in primary education, with the purpose of supporting the development of students’ competencies and ensuring the continuous improvement of teaching.
Expected learning outcomes:	Upon completion of the course “Assessment in Education,” the student will be able to: • Plan educational content in accordance with the requirements, principles, and key competencies of the Kosovo Curriculum Framework (KCF), ensuring alignment between learning outcomes and assessment (constructive alignment). • Describe and explain the fundamental principles, ethical dimensions, and philosophical foundations of assessment activities in education (validity, reliability, fairness, transparency). • Analyze the pedagogical implications of learning theories and various taxonomies of thinking (cognitive, affective, psychomotor) in the design of assessment activities and instruments.



	• Design and plan different forms of assessment (formative, summative, diagnostic, authentic), taking into account students' individual needs and the principles of differentiated instruction. • Develop assessment instruments (tests, rubrics, checklists, portfolios, performance assessments, projects) that demonstrate the standards of high-quality, competency-based assessment. • Use and interpret assessment data to identify levels of student achievement and the need for additional support. • Critically reflect on their own assessment practices and propose evidence-based strategies for improving teaching and learning.
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Contribution to the student's load

ACTiViTY	hour	Day/week	Overall
The lecture	2	15	30
Theoretical/laboratory exercises	1	15	15
Contacts with the teacher/consultations	2	1	1
Field exercises	1	15	15
Colloquiums, seminars	2	2	4
Homework	2	8	16
Student's independent study time (in the library or at home)	2	10	20
Final exam preparation	2	10	20
Time spent on assessment (tests, quizzes, final exam)	2	2	4
Other:			
Total 25x4 = 100 hours			125

Teaching methodology:	The teaching methodology is combined. Interactive lectures, group work, individual work, pair work, seminar work, etc.
Evaluation methods:	The assessment activities/tasks of the course are: - Student portfolio = 15% Annual, bi-monthly, weekly and one-hour plan = 15% Presentation of the research project = 10% My assessment philosophy = 10% Presentation of an evaluation technique = 10% Evaluation by test - 40% Total = 100%

LITERATURE



Basic literature:	[1] Black, P., & Wiliam, D. (1998). Assessment and classroom learning. <i>Assessment in Education: Principles, Policy & Practice</i>, 5(1), 7–74. https://doi.org/10.1080/0969595980050102 . [2] Musai, B. (2014). <i>Metodologjia e mësimeve</i>. Tiranë: CDE (Kapitulli 13, faqe 357-397. [3] Manual i vlerësimit formativ. Hartuar nga Projekti Basic Education Program. [4] Marsh, Colin (2009) Konceptet themelore për ta kuptuar kurrikulën. Përkthyer nga CDE Tiranë (faqet 70-92). [5] Earl, L. M. (2013). <i>Assessment as learning: Using classroom assessment to maximize student learning</i> (2nd ed.). Corwin.
Additional literature:	Marzano, R. (2010). <i>Formative assessment and standards-based grading</i>. Bloomington: Marzano research laboratory. Popham, J. (2008). <i>Transformative assessment</i> . Alexandria (US): ACCD. Waugh, K., & Gronlund, N. (2013). <i>Assessment of student achievement</i> . Boston: Pearson. Stiggins, R. (2005). <i>Student-involved assessment for learning</i> . New Jersey: Pearson. Earl, L. (2013). <i>Assessment as learning</i> . California: Corinth. Popham, J. (2003). <i>Test better, teach better</i> . Alexandria: ASCD.

Designed lesson plan:	
WEEK	The lecture that will take place
<i>First week:</i>	Course description – Assignments
<i>Second week:</i>	The importance of planning in education - Competence development and the role of assessment
<i>Third week :</i>	Types of planning according to the CCC and the relationship with assessment
<i>Fourth week:</i>	Principles of assessment Philosophical foundations & taxonomies as guides
<i>Fifth week:</i>	Purposes, functions and types of assessment
<i>Sixth week :</i>	Formative assessment/feedback and summative/summary assessment
<i>Seventh week:</i>	Evaluation instruments; Designing tests
<i>Eighth week:</i>	Competency-based assessment
<i>Week nine:</i>	Assessment planning
<i>Tenth week:</i>	Evaluation of the file/portfolio
<i>Eleventh week :</i>	Class assignment: Designing a competency assessment technique
<i>Twelfth week :</i>	External assessment/ matriculation test, achievement test, etc.



<i>Thirteenth week :</i>	International assessment/test at international level
<i>Fourteenth week :</i>	Student's self-esteem / teacher's self-esteem
<i>Fifteenth week :</i>	Presentation of a project for assessment

Academic policies and rules of conduct:

- Each student has the right to ask questions and comments whenever he is given the floor;
- Neither has the right to interfere with the other when he has the floor;
- The "noise" of work is allowed when students work in groups;
- It is not allowed to disturb the peace when the teacher is lecturing or the students' work is presented;
- Cell phones are not allowed;
- Arriving late or leaving without a valid reason is not allowed;
- Any form of copying or forgery is condemned.