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Review paper

Tena Pejčić

BETWEEN INSIGHTS AND GRADES: THE DEVELOPMENT OF ASSESSMENT IN EDUCATION IN THE REPUBLIC OF CROATIA

Assessment is an indispensable and integral part of the modern educational process, and is integrated into all its phases – from planning and implementing teaching to analyzing student achievement. Its primary function is to provide quality feedback to all stakeholders in the education system – students, teachers, parents and professional associates – which enables continuous improvement of the teaching process and the achievement of better educational outcomes. The basic forms of evaluation include formative assessment, which takes place during the teaching process and is aimed at improving learning, and summative assessment, which is carried out at the end of a certain period to assess the achieved results. The elements of assessment include monitoring, checking and grading, and in the context of the approach they are: assessment as learning, assessment for learning, and assessment of learning. These elements form interconnected components that together enable the collection and analysis of data on learning and teaching. The paper analyzes the legal frameworks that regulate assessment in the Republic of Croatia, as well as relevant scientific and professional literature. It is concluded that assessment is systematically regulated, and that the scientific community continuously reflects on and researches its application and effectiveness in practice. The paper provides an overview of basic concepts and emphasizes the importance of evaluation as a key factor in improving the quality of education through in-depth examination and interpretation of relevant written sources.

Key words: assessment; assessment approaches; elements of assessment; educational process; forms of assessment

1. INTRODUCTION

Over the last two decades, assessment in education has become one of the most intensively researched and debated areas within educational science. The growing interest in this topic is due to the continuous efforts of the professional and academic community to improve the quality of assessment of student learning and achievement, thus contributing to the development of a more effective, equitable and student-centered education system (Montenegro-Rueda et al. 2021). Assessment is not just a technical activity that takes place at the end of the educational process; rather, it is a deeply integrated component of teaching and learning that is present at all stages of educational practice, even if it sometimes remains invisible or under-recognized (Brookhart & Nitko 2019). According to De Vincenzi (2020), assessment should not be seen as an isolated element, but as an essential and inseparable part of the holistic process of teaching, learning and student development. Due to its comprehensive and complex nature, assessment has received particular attention from both education professionals and the wider public. It is therefore not surprising that discussions on this topic routinely involve all stakeholders in the education system — teachers, students, parents, school leaders, counsellors, researchers and policy makers. Their perspectives shed light on a wide range of issues related to the goals, purposes, methodologies, and ethical considerations of student achievement assessment, as well as the overall effectiveness of schools and the education system as a whole (Mrkonjić & Vlahović 2008). Given the increasing complexity and dynamism of education today, assessment stands out as a key area that requires constant reflection and improvement. Questions such as: What does it really mean to assess? What are the basic elements of assessment? What assessment approaches and forms are currently used in educational practice? have become a central issue in the discussion of educational quality. Accordingly, this paper focuses on analyzing the core concepts of assessment in the educational context, with particular attention to its elements, forms and approaches.

2. METHODOLOGY

The aim of this paper is to provide a systematic and evidence-based overview and analysis of key concepts related to assessment in the educational process, with particular emphasis on their practical application in contemporary school practice. The focus is on understanding different forms, elements and approaches to student as-

assessment and examining their implementation in relation to the current demands of the educational system.

In line with this aim, the method of content analysis was applied, which enables an in-depth examination and interpretation of the relevant written sources. This method was applied through a detailed analysis of the legal framework for assessment in primary and secondary education. Furthermore, to establish a solid theoretical basis, academic and professional literature from the fields of pedagogy and didactics was also analyzed. This facilitated the understanding of the conceptual framework, the identification of relevant assessment models and insights into recent research and experts' reflections on the topic.

In addition to content analysis, the descriptive method was used to clearly and systematically define core concepts such as assessment, grading, monitoring and knowledge verification. This method enables a precise definition and contextualization of these terms within the contemporary pedagogical framework.

The comparative method was also used to examine different forms of assessment — primarily formative and summative assessment — in terms of their function, role and effectiveness in the teaching process.

Taken together, these methods contribute to a comprehensive understanding of assessment in the educational context, linking theoretical considerations with the practical challenges and opportunities faced by teachers and educators.

3. ASSESSMENT

Assessment is one of the fundamental components of the modern educational process and is increasingly recognized as an indispensable element of teaching quality. According to Gojkov (1997), assessment is defined as a broader concept that encompasses the systematic evaluation of the effects and results of the teaching process and is not limited to the final results, but extends to all stages of educational activity. In this regard, assessment is not reduced to grading alone, but encompasses a variety of activities that provide insights into the dynamics of learning and teaching. The complexity of the concept itself is often the subject of academic and professional debate. Mrkonjić and Vlahović (2008) emphasize that assessment has a deep historical and societal foundation, which confirms its multi-layered and contextual character within the education system. In line with the Regulations on the Methods, Procedures, and Elements of Student Assessment in Primary and Secondary Schools (2010), assessment is described as the systematic collection of data on the learning process and the

level of student competences achieved, including knowledge, skills, abilities, autonomy and responsibility for work. This normative framework emphasizes the importance of clearly defined assessment methods and objectives that ensure their reliability and relevance. It serves to determine the degree of achievement of educational goals and at the same time to identify the factors that influenced the results, thus contributing to a more comprehensive understanding of the effectiveness of teaching (Pastuović 1999). Glazzard et al. (2016) emphasize that well-implemented assessment plays a crucial role in improving learning by facilitating the setting of clear and realistic goals, thereby promoting student progress. Assessment is not the sole responsibility of the teacher, but requires the collaboration of all educational staff. Its implementation must be transparent, continuous and guided by the principles of equity and respect for the individuality of pupils (Regulations 2010). It is of particular importance that teachers see assessment as a key factor in the continuous improvement of their own professional practice (Rosandić 2003 cited in Mužić & Vrgoč 2005). It is also emphasized that assessment should be integrated into all dimensions of the school system and not considered as a separate component (Vrgoč 2002). Assessment planning should begin at the stage of defining learning outcomes in order to ensure alignment between objectives, content, teaching methods and assessment criteria (Jurjević Jovanović et al. 2020). Vrgoč (2002) also emphasizes that assessment should not be limited to formal test situations, but should be present throughout the learning process, including informal and spontaneous educational contexts. Such an approach enables teachers to intervene more flexibly and directly in the learning process and tailor lessons to the individual needs of the students.

4. FORMS OF ASSESSMENT

4.1. Formative Assessment

Formative assessment refers to the process of systematically collecting and evaluating data on student progress during the teaching and learning process. Its main purpose is to provide students with feedback on their current status in relation to learning goals, along with clear indications of what and how they can improve in order to achieve these objectives more effectively (McMillan 2014). In contrast to summative assessment, which takes place at the end of a teaching period, formative assessment is carried out over a longer period of time and allows for continuous development and active student engagement in the learning process. The theoretical literature em-

phasizes that formative assessment is a systematic approach that involves the continuous collection of information about learners' current knowledge and skills with the aim of adapting instruction so that learners can more successfully achieve the desired learning outcomes (Heritage 2007). Scholars also emphasize the importance of an active and collaborative role between teacher and student in formative assessment, describing it as a deliberate and systematically guided process through which learning materials are collected in order to improve student performance (Bretter & Scardamalia 1991, cited in Bursać et al. 2016). In addition, formative assessment has a diagnostic function as it provides insight into students' skill levels at a particular point in the instructional process, making it an integral and continuous part of instruction, frequently employ formative assessment to monitor student understanding during lessons and provide timely and constructive feedback (Bezinović et al. 2012).

By its nature, formative assessment must be flexible, quick, and often informal, while at the same time individualized and focused on specific learning objectives. It should provide realistic and objective feedback that not only guides students to progress, but also encourages them to reflect on their own learning and promotes self-assessment (Vrgoč 2002; Bezinović et al. 2012). One of the most important functions of formative assessment is its role in developing recommendations for improving the quality of teaching and achieving educational goals more effectively. By systematically analyzing the information gathered during the lesson, the teacher can adjust the teaching methods and content to create better learning conditions (Tot 2013). In addition, formative assessment provides valuable information not only to teachers and students, but also to parents, strengthening the partnership between school and family in supporting student development (Cauley & McMillan 2010). It also has significant pedagogical implications as it encourages students to actively engage in the learning process — suggesting and seeking solutions, evaluating the work of others, selecting appropriate learning strategies and assessing their own progress through self-assessment. In this process, the teacher takes on a mentoring role by discreetly guiding students and enabling them to develop critical thinking and take responsibility for their learning (Bursać et al. 2016). The aim of formative assessment is to focus the attention and efforts of both students and teachers on identifying and remedying weaknesses and gaps in knowledge and skills in good time. This ensures a higher quality of further learning and a more effective educational process (Vrcelj 1996).

4.2. Summative Assessment

Summative assessment is a form of evaluation that involves assessing the effectiveness of all aspects of the educational process, with particular emphasis on the overall learning outcomes achieved within a defined timeframe. This type of assessment is typically conducted at specific points within the educational cycle — such as at the end of a unit, module, semester, or academic year — and is characterized by the assignment of a numerical grade that summarizes student achievement in a formalized manner (Previšić 2007; Rosandić 2013). Summative assessment enables teachers, school administrators, and educational institutions to evaluate the effectiveness of instructional content, curricula, and teaching methods; to shape future goals to improve school quality; and to ensure alignment between curricular plans and the learning outcomes achieved. Moreover, it plays an important role in placing students into specific educational tracks or programs, underscoring its administrative and diagnostic functions (Glazzard et al. 2016; Garrison & Ehringhaus 2007).

The primary purpose of summative assessment is to report on the level of student achievement at a particular point in time, in contrast to formative assessment, which focuses on supporting continuous learning through feedback and guiding students during the learning process (Dolin et al. 2018). In traditional educational practice, summative assessment often dominates, as student knowledge is typically evaluated based on the results of oral or written tests conducted after the completion of a teaching unit or extended period of instruction. Within such systems, the grades students receive serve to classify them into broad performance categories but fail to provide specific information about what a student truly knows, can do, or struggles with. This approach lacks an individualized component that would help students understand their strengths and areas for growth (Buljubašić-Kuzmanović & Kretić Majer 2008). Additionally, it tends to focus on lower cognitive levels, such as recall, memorization, and reproduction of content, while higher-order cognitive skills — such as application, analysis, and synthesis — are rarely encouraged or assessed. As a result, this form of assessment does not offer students meaningful feedback on how or what to learn, thus missing the opportunity to engage them actively in their own learning and personal development (Wood 1995; Terhart 2001, as cited in Buljubašić-Kuzmanović & Kretić Majer 2008).

5. ASSESSMENT APPROACHES

An analysis of the Guidelines for the Assessment of Learning Processes and Achievement of Outcomes in Primary and Secondary Education shows that different assessment approaches are used in modern education systems. These approaches differ in their purpose, the way the data is interpreted and how the assessment results are used. They contribute to a more comprehensive understanding of student progress and achievement and emphasize the importance of thoughtful and purposeful assessment practice (Ministry of Science and Education 2019). Three key assessment approaches are clearly defined: Assessment for Learning, Assessment as Learning, and Assessment of Learning. Each plays a distinct and important role in the teaching and learning process. Assessment for Learning focuses on supporting students through feedback that helps them to monitor and improve their own progress.

Assessment as Learning emphasizes student reflection and self-assessment and promotes metacognitive awareness and responsibility for their learning process. Assessment of Learning is aimed at evaluating learning outcomes and determine the level of knowledge and skills acquired after a given period of instruction (MSE 2019). Formative assessment forms the foundation for both Assessment for Learning and Assessment as Learning, as it is conducted throughout the learning process with the goal of improving it. It provides timely and meaningful feedback that helps students recognize their strengths and identify areas for improvement. Summative assessment, on the other hand, primarily underpins the Assessment of Learning and focuses on quantifying student performance at the end of a lesson (MSE 2019).

5.1. Assessment for Learning

Assessment for Learning is one of the most important approaches to formative assessment in modern education. It involves the systematic collection of qualitative, descriptive feedback on students' needs, learning processes and progress. The aim is not only to record students' current level of knowledge, but also to make constructive suggestions for improvement and to strengthen both the learning and teaching processes as a whole (MSE 2019). This form of assessment is embedded in the teaching and learning process itself, with a particular focus on understanding the dynamics of learning. The feedback gained through this process is used to improve teaching practices and support student development, making assessment an integral part of curriculum implementation (MSE 2019; Glazzard et al. 2016). Assessment for Learning

ing focuses on student progress, which is measured by comparing prior and current performance in relation to clearly defined, curriculum-based learning outcomes. This approach allows students' development to be tracked individually and emphasizes continuous progress rather than just assessing end results (MSE, 2019). It is an assessment model whose priority is the improvement of the learning process (Reynolds et al. 2006; cited in López 2010).

In practice, a variety of tools and strategies are used to implement Assessment for Learning, including portfolios, short quizzes, homework and exit tickets. Exit cards are used to collect feedback on students' knowledge and skills. They usually contain open-ended questions that encourage students to understand, reflect, and draw conclusions. Students always complete them independently (Jurjević Jovanović et al. 2020). These tools allow teachers to gain immediate insight into student understanding and serve as the basis for targeted, personalized feedback. This encourages two-way communication between teacher and student, which is essential for improving teaching and student self-reflection.

5.2. Assessment as Learning

The Guidelines for the Assessment of Learning Processes and Achievement of Outcomes (MSE 2019) emphasize that Assessment as Learning plays a fundamental role in education, building on the concept that students actively learn through the assessment process itself. This approach not only allows teachers to track student progress, but also involves students as active participants in the assessment of their own learning achievements. Teachers support students by creating conditions that help them to recognize and understand their strengths, but also the areas that need further development. This approach has significant pedagogical implications as it encourages the development of self-directed and self-regulated learning. Self-regulation refers to students' ability to take control of their own learning — setting goals, choosing strategies and managing their cognitive, emotional and motivational responses. Assessment as Learning supports the development of lifelong learning skills and empowers students to become autonomous, reflective learners who understand the importance of their role in the educational process. Rajić (2013) points out that Assessment as Learning includes both self-assessment and peer assessment, which are key components in helping students evaluate their progress. These practices are not just short-term feedback tools, but fundamental elements of lifelong learning. They cultivate students' ability to think critically about their own performance while relying less on teacher

feedback. Through self-assessment, students recognize their strengths and weaknesses, which helps them grow academically. According to Greene (1996), self-assessment is a critical skill that influences not only the quality of learning in the school context, but also future personal and academic success. It fosters self-awareness and a sense of responsibility and better prepares students for the challenges they will face after formal education. Self-assessment also contributes to emotional and social intelligence and teaches students to cope with success and failure, build resilience and manage stress. Jelić et al. (2022) emphasize the importance of developing self-regulation skills in students. Learners who have these skills are better able to set learning goals, choose appropriate strategies and manage the cognitive, emotional, motivational and behavioral aspects of learning. As a result, they continuously improve their learning processes and take responsibility for their academic progress. In practice, Assessment as Learning includes various tools and methods that encourage active student participation in assessment. Common tools include traffic lights (color-coded self-assessments), thumbs-up/thumbs-down indicators and self-assessment rating scales. These tools provide students with a simple, visually intuitive way to assess their progress while encouraging critical thinking and self-reflection. For teachers, these tools are a valuable means of monitoring and guiding student development through individualized feedback.

5.3. Assessment of Learning

According to the Guidelines for the Assessment of Learning Processes and Achievement of Outcomes (MSE 2019), Assessment of Learning is a key component of summative assessment, with its main function being the evaluation of educational outcomes after a specified period of instruction. It provides a comprehensive summary of what the student knows and can do at a particular point in time, enabling the documentation of achievement and progress. This approach is typically used for reporting purposes and usually includes grades as a formal representation of student performance. Assessment of Learning is carried out through a variety of assessment methods, most commonly oral and written examinations, which provide a structured and comprehensive measure of student competencies. There are three main types of Assessment of Learning are recognized: internal, hybrid, and external assessment — each with specific features, benefits and methodologies relevant to effective pedagogical practice. Internal assessment is designed, planned and carried out by the teacher who deals directly with students in the classroom. It includes a variety of

tools such as written tests, oral exams, observations during classroom activities, portfolio analysis, participation assessments and student reports. This approach provides teachers with a detailed insight into various aspects of students' development and performance (Previšić 2007; MSE 2019). Hybrid assessment involves collaboration between external examination centers and teachers. While the testing center develops standardized item sets, teachers select and administer appropriate items based on the needs and learning goals of their students. This model combines standardized reliability with the flexibility of teacher-led instruction and allows for alignment between curriculum objectives and assessment tasks. External assessment includes standardized tests that are developed and administered outside the school system, usually at the national level. These assessments use standardized procedures for test development, administration, scoring and interpretation. All students take the tests under the same conditions, which ensures consistency and comparability of results. Tasks are created based on rigorous content and methodological standards, and cut-offs or performance levels are determined using procedures that include expert input and statistical analysis. This enables an objective and transparent assessment of student performance (MSE 2019).

6. ELEMENTS OF ASSESSMENT

6.1. Observation

In the official document regulating assessment standards in primary and secondary schools, monitoring is defined as the systematic observation and recording of a student's competence development and task performance, as specified in the curriculum (Regulation on Methods, Procedures and Elements of Student Assessment in Primary and Secondary Schools 2010). Observation is a process that runs parallel to the teaching process, which often makes it difficult to clearly distinguish and observe the two as separate entities (Matijević 2004). This inseparable link between the two emphasizes the importance of continuous monitoring within the overall framework of educational work. Observation and descriptive assessment in early primary education are integral to fulfilling the essential function of assessment within the educational process and contribute to a more comprehensive understanding of students' needs and progress (Matijević 1983). It is carried out at all stages of educational and rehabilitative activities — from the introduction of new content and practice to testing and grading — and its presence in daily pedagogical practice is crucial for the effec-

tive support of students (Biasiol-Babić 2009). Effective observation requires the systematic keeping of documentation and records, as this approach ensures high-quality and reliable feedback on a student's development and progress during the teaching process (Kadum-Bošnjak 2013). Systematic observation enables teachers to link new teaching content to previously acquired knowledge, facilitating the achievement of educational goals and more effective mastery of content by students (Kadum-Bošnjak 2013).

6.2. Knowledge Testing

Knowledge testing is defined as the process of evaluating the level of competence achieved in a particular subject area or other forms of school-related work carried out during the school year (Regulation on Methods, Procedures and Elements of Student Assessment in Primary and Secondary Schools 2010). This process involves the systematic recording and analysis of student achievements in relation to pre-determined objectives and learning outcomes, enabling objective monitoring and documentation of individual progress. Effective assessment requires contextualizing lesson content and linking it to real-life, student-relevant situations. In this sense, the process should be structured to help students recognize the meaning and purpose of learning, promote intrinsic motivation, and reduce the pressure often associated with evaluative activities (Penca Palčić 2008). The focus of the review should be on integrating knowledge with students' direct experiences and linking content from different subject areas. This contributes to the development of comprehensive and functional knowledge that students can apply in real-life contexts. In addition to providing feedback on the level of content mastery, knowledge assessment also promotes cognitive processes such as selecting and organizing information. Students learn to distinguish between essential and non-essential data, to develop new ideas based on prior knowledge, skills and experience, and to improve existing concepts through critical reflection. Such an approach facilitates active knowledge construction and promotes the development of higher order thinking skills. In addition, the process can encourage students to apply newly discovered ideas in novel contexts so that knowledge can be transformed and interpreted in new and original ways. Students are encouraged to solve problems innovatively, explore new ways to apply what they have learned, and redefine their existing knowledge through deeper processing and reinterpretation of the information. In this way, testing becomes a means of fostering creativity, critical thinking and functional understanding (Gojko 1997).

6.3. Grading

In the modern education system, grading is defined as a process of assigning numerical or descriptive values to results obtained through observation and knowledge testing. It is carried out in accordance with the grading elements specific to each subject area. The elements of grading and the methods and procedures of assessment are defined in collaboration with other teachers of the same subject area — at local, regional or national level — in order to ensure consistency and systematicity at all levels of education (Regulation on Methods, Procedures, and Elements of Student Assessment in Primary and Secondary Schools 2010). At the core of every grading process is the assessment of knowledge checking, while the final act of grading represents the formal conclusion of the teacher's evaluative judgment (Kadum-Bošnjak 2013). Grades have not only an informational function, but also a diagnostic, prognostic and motivational value, which makes them a versatile and functional element in the educational process (Matijević 2004). A grade is also a form of feedback aimed at students, teachers and parents, which improves transparency and understanding of students' achievements and needs (Buljubašić-Kuzmanović et al. 2010). Despite striving for objectivity, the grading process is often susceptible to subjective influences. In grading, learners' performance is assessed in relation to a pre-agreed assessment framework, with the final grade — whether numerical or descriptive — reflecting the degree to which the learning outcomes have been met. This approach provides both a quantitative and qualitative representation of a student's academic performance (Buljubašić-Kuzmanović et al. 2010). In educational practice, grades and similar procedures are often seen as a measure of students' knowledge, even if they do not have the precision of scientific measurement instruments. Nevertheless, despite this epistemological dilemma, however, grades continue to serve as the primary measure for evaluating student performance (Vrcelj 1996).

In the Croatian education system, a five-level grading scale is used, with each numerical grade associated with a qualitative category: “unsatisfactory” (1), “sufficient” (2), “good” (3), “very good” (4) and “excellent” (5). This categorization provides a general guide to student performance, but also leaves room for inconsistencies in application, as teachers are not completely reliable assessment tools. For example, one teacher may rate a certain level of knowledge as “sufficient” (2), while another may give it a “good” (3) (Grgin 2001).

7. CONCLUSION

The development of assessment within educational contexts reflects significant shifts in the understanding of its purpose, function, and methods. Contemporary educational approaches place the student at the center of the teaching and learning process and recognize their active role in personal educational progress. In this context, assessment is no longer viewed as a static act of grading at the end of an instructional cycle, but as a dynamic and multidimensional process that accompanies all phases of learning and teaching. From a developmental perspective, assessment has transitioned from a traditional, summative, and teacher-dominated model toward a more flexible, learner-centered, and participatory approach. One of the most notable changes is the shift from focusing solely on final outcomes to also valuing the learning process itself — transforming assessment into a tool for reflection, guidance, and student support. A central element of this development is the growing emphasis on formative assessment, which allows for continuous monitoring of student progress, early identification of learning difficulties, and timely feedback. Rather than serving merely as a means of grading or selection, assessment is increasingly understood as an instrument for learning, empowerment, and personal growth. Moreover, the development of assessment includes the shift from teacher-led evaluation to the inclusion of students as active participants. The incorporation of self-assessment and peer assessment reflects the increasing recognition of students' capacity for reflection, self-regulation, and engagement. Assessment thus becomes a two-way communicative process that goes beyond one-sided judgment. Another important aspect of the development of assessment is the transition from universal, one-size-fits-all models to individualized and differentiated approaches that take in to account diverse learning styles, interests, and needs. This ensures a more equitable and inclusive educational process that respects student diversity and fosters intrinsic motivation. This development is also evident in the integration of assessment in to everyday teaching practice. Assessment is no longer a separate phase at the end of a lesson or unit but is embedded in instructional planning and delivery. Teachers use assessment data to adapt teaching strategies and make pedagogical decisions that respond to students' immediate learning needs. Ultimately, the fundamental purpose of assessment — within the framework of its development — is no longer to judge success or failure, but to support student growth, build confidence, and foster a positive attitude toward learning. High-quality, developmentally oriented assessment contributes to the creation of a supportive school climate, strengthens student agency, and encourages learners to take responsibility for

their own educational journey. The development of assessment clearly demonstrates that it has become far more than a tool for measurement — it is now a corner stone of educational quality improvement, a means of professional reflection for teachers, and a vital component of inclusive, student-centered instruction. Nevertheless, this field remains open for further scientific exploration, as on going research is essential for deepening our understanding of assessment's impact and for developing innovative practices that can respond to the evolving needs of students and educational systems.

Future research should focus on examining the impact of assessment practices on students with learning difficulties, gifted students, and those at risk of academic failure. In addition, special attention should be given to identifying and developing the competencies teachers need in order to effectively implement various forms of assessment.

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IZMEĐU UVIDA I OCJENA: RAZVOJ VREDNOVANJA U OBRAZOVANJU U REPUBLICI HRVATSKOJ

Sažetak

Vrednovanje predstavlja neizostavan i sastavni dio suvremenog odgojno-obrazovnog procesa, pri čemu je integrirano u sve njegove faze – od planiranja i realizacije nastave do analize postignuća učenika. Njegova primarna funkcija jest osigurati kvalitetnu povratnu informaciju svim dionicima obrazovnog sustava – učenicima, učiteljima, roditeljima i stručnim suradnicima – čime se omogućuje kontinuirano unapređenje nastavnog procesa i postizanje boljih obrazovnih ishoda. Temeljni oblici vrednovanja obuhvaćaju formativno vrednovanje, koje se odvija tijekom nastavnog procesa i usmjereno je na unapređenje učenja, te sumativno vrednovanje, koje se provodi na kraju određenog razdoblja radi procjene ostvarenih rezultata. Elementi vrednovanja uključuju praćenje, provjeravanje i ocjenjivanje, a u kontekstu pristupa razlikuju se: vrednovanje kao učenje, vrednovanje za učenje i vrednovanje naučenog. Ovi elementi čine međusobno povezane sastavnice koje zajedno omogućuju prikupljanje i analizu podataka o učenju i poučavanju. U radu su analizirani zakonski okviri koji uređuju vrednovanje u Republici Hrvatskoj, kao i relevantna znanstvena i stručna literatura. Zaključuje se kako je vrednovanje sustavno regulirano, te da znanstvena zajednica kontinuirano promišlja i istražuje njegovu primjenu i učinkovitost u praksi. Rad pruža pregled temeljnih pojmova i naglašava važnost vrednovanja kao ključnog čimbenika u unapređenju kvalitete obrazovanja kroz dubinsko ispitivanje i interpretaciju relevantnih pisanih izvora.

Ključne riječi: elementi vrednovanja; oblici vrednovanja; odgojno-obrazovni proces; pristupi vrednovanju; vrednovanje

Author's address

Adresa autorice

Tena Pejčić

University of Rijeka

Faculty of Teacher Education

tena.pejcic@ufri.uniri.hr

