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## **STUDENTS’ LEARNING ASSESSMENTS: NAUKMA EXPERIENCE**

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Currently, due to the actualization of ensuring the quality of higher education, the function of assessments in general and students’ education in particular, begin to acquire new meanings and place in other contexts. First of all, the understanding of the framework goal served by evaluation procedure is changing.

At the National University of Kyiv-Mohyla Academy the assessment function is not limited to identifying bottlenecks, but is primarily considered as a critical analysis of educational processes which provides more accurate definition of areas for improvement. Emphasizing that this is not so much about changing the means of assessment (although the tools and procedures for assessments may also change), but about changing the goals of assessment and philosophy of evaluation. Assessment is not a fixation of result, but the milestone followed by a new iteration of development and hence an improvement of education quality (or assessment is not so much “for fixation” as “for improvement”). In other words, as noted by N. Drantusova and E. Knyazev, “the main task of this procedure is to improve the quality of certain person (teacher) work and therefore achieve broader goals – improve quality of education programs involving people assessed and achieve new quality of the entire organization” [1].

Thus, assessment begins to be interpreted as constructive feedback, i.e. assessment helps a student to develop. This assessment interpretation suggests that it can help students learn from mistakes, understand what is important, detect what they don’t know and cannot do and track their own movement.

The development effect of feedback is that it:

- Shows the strengths of the work;
- Capturing bottlenecks suggests or shows the ways to overcome them.

Studies have shown that the key values of assessment include:

- Validity (assessment objects must meet the objectives of the course);
- Reliability (use the same standards and criteria);
- Justice (different students should have equal opportunities to succeed);
- Development (to record what students can do and how to improve their results);
- Timeliness (supports developmental feedback);
- Efficiency (feasible, not all your and students time consuming).

One of the most important criteria for selection of assessment methods is the validity factor. Consider an example where the goal of is to develop critical thinking. As assessments methods in this case university teachers can use:

- Essay writing (focused on the presentation and development of argumentation, reflective evaluation);
- Critical analysis of the situation;
- Critical evaluation of the studied literature;
- Maintaining a reflective diary;
- Pitch/speech preparation (which captures the problem and ways to solve it);
- Preparation/writing an article;
- Comments to the article, book, monograph.

Analyzing the changes taking place in the strategy of assessment students' learning activities, researchers record the following trends [2]:

From	To
Written works (exam), closed exam	Open exam, cooperative exam, term papers, projects
Assessment by a teacher, tutor	Assessment with students
Implicit assessment criteria	Explicit assessment criteria
Competition	Cooperation
Evaluation of the result	Evaluation of the process
Goals and objectives	Learning outcomes
Assessment of knowledge	Assessment of skills, abilities
Memory testing	Assessment of comprehension, interpretation, application, analysis, synthesis
Course evaluation	Module evaluation
Final, total assessment	Formative, developing assessment
Priority of assessment	Priority of teaching

Another extremely important criterion is the development of a creative personality. The post-industrial world is accelerating the introduction of a narrowly functional education that is relevant today but will not be needed tomorrow. Therefore, Academy nurtures conditions for the development of creative personality and encourages the creation, discovery and implementation of innovative ideas and solutions, to perform tasks by non-standard methods. The basic principle of study at the Kyiv-Mohyla Academy is LiberalArts, which gives students the opportunity to gain not only a set of knowledge, but also a set of competencies that allow them to be flexible, creative and adapted to the globalized and changing labor market.

The next criterion to consider is the fairness of the assessment. The effectiveness of the whole process of pedagogical assessment depends on objectivity. Assessment can be considered objective if it corresponds to the efforts that the student has spent on learning the material [3]. It is also necessary to take into account the completeness, depth, systematicity, thoroughness of students' knowledge during assessment. However, the problem of subjectivity in the assessment of knowledge remains. In order to eliminate this problem, a rating system for assessing knowledge has been introduced in Academy since the revival. When developing criteria for assessing students' knowledge, the teacher takes into account all types of educational work and control measures provided by the working program of the discipline. Forms of knowledge control (tests, written assignments, examination works) are prescribed in the syllabus of this discipline. Students must be informed about the criteria and procedure for the current and final assessment of learning outcomes.

Control measures to verify and assess the quality of knowledge and skills acquired in the learning process include:

- current control;
- semester control;
- delivery of practice;
- delivery of term paper;
- certification.

According to the rating assessment methodology the current student rating is calculated as the total of points for all types of practical tasks and is increased during the semester. Conditions for assessment of all control measures during the semester are prescribed in the syllabus of the educational component (discipline, course, practice) and are communicated to students at the beginning of the semester. Also, in the syllabus of each educational component the minimum sum of points for admission to credit or examination is established. The number of points of admission is calculated taking into account the maximum number of points for the final

control (credit, exam, thesis delivery) and the minimum number of points of positive assessment.

Students who do not score the required number of points for admission to the exam / credit during the semester are considered uncertified and are not allowed to take the exam / credit in the discipline.

Thus, the rating system of knowledge assessment increases the efficiency of the student's independent work, makes it rhythmic and systematic during the semester; educational and cognitive activity is better motivated, the role of stimulating independence, initiative, responsibility, creativity in educational and cognitive activity increases; the objectivity of assessment increases, almost complete independence from the successful or unsuccessful answer on the test or exam; significantly reduces the psychological load during the exam. In addition, it allows the teacher to carry out individualization of learning and a differentiated approach to students, promotes the rational development of student learning during the semester, especially during test sessions.

The implementation of a rating system in the educational process eliminates the biased approach to assessing students' knowledge; acts as an effective means of encouraging educational and cognitive activities; increases the student's responsibility for learning outcomes; contributes to the implementation of the principle of individualization of education; eliminates the problem of attending classes; frees the student time for classes of interest; the spirit of cooperation prevails in the audience, the teacher ceases to be a supervisor, and so on.

Analysis of the strategy of assessing the educational activities of students of the National University "Kyiv-Mohyla Academy" showed that university teachers are actively implementing methods of assessing knowledge aimed at student self-development.

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