

EVALUATION: TRUST, DIALOGUE, PROGRESSION

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Košťálová, H., & Straková, J. et al. (2008). *Hodnocení: důvěra, dialog, růst* [Evaluation: Trust, Dialogue, Progression]. Prague: SKAV.

Assessment helps pupils to achieve the best possible learning outcomes in their zone of proximal development. It is also a motivation factor for the development of lifelong learning skills. Evaluation in its formative function is not used to control and classify pupils but is a tool of learning. Using the principles of formative assessment in pedagogical practice leads to more effective learning of pupils and teachers. Based on an analysis of the learning process, through the evidence of learning, teachers plan their professional development and purposefully set goals for both pupils and themselves.

The book is intended for teachers and educators at all stages of their professional development, students, school managements, school policy makers and lecturers in further education. It provides both a theoretical framework of assessment and its role in pupils' progress and teachers' growth, as well as a methodical material for the formulation of criteria and the use of the portfolio as a self-assessment tool.

The topicality of the theme of formative assessment as a component of learning is evidenced by the fact that more and more primary school teachers evaluate their teaching process via analysis of evidence of pupils' learning. These teachers attach great importance to descriptive feedback during teaching and the effectiveness of involving self-evaluation and peer review in the evaluation process. Teachers who follow the principles of formative assessment plan and define their goals on the basis of ongoing evaluation and share their professional experience.

The author of the book, Hana Košťálová, has long been focused not only on the issue of school assessment in its formative function, but is also a long-term exponent of constructivist approaches in educational process and a RWCT program lecturer. In recent years, she has also been working as a program director of the Helping Schools Succeed project, initiated and funded by the Kellner Family Foundation. Project schools share a common vision and culture, and their educational activity is directed to the fulfillment of the credo, so that each pupil can learn fully and with joy. The topic discussed in the project is also the forms of professional support of teachers-practitioners.

This support takes a sophisticated shape in the project elementary schools. Its efficiency is confirmed by school evaluation documents, as well as the feedback of collaborating teachers. The aim of this book is to define the principles of formative assessment and the role of evaluation criteria that lead to the development of pupils' competences, subject and cross-curricular knowledge and skills when focusing on specific examples.

The first part of the study theoretically defines the content of the concept of feedback and provides practical examples. The authors of the book here also define the guides for good assessment.

The second most comprehensive part of the study focuses on the development and evaluation of competencies and presents examples of specific learning activities and the possibility of evaluating pupils' work. It points to the importance of active listening training and its use in assessment, self-assessment and peer review of pupils' work, such as presentations, projects, posters, etc. The emphasis is also on improving cooperative skills for RWCT (Reading and Writing for Critical Thinking) methods application.

The third part of the book aims to develop and evaluate cross-curricular knowledge and skills. The authors provide useful guidance on how to formulate evaluation criteria or their sets.

The fourth chapter contains a variety of material that can be an inspiration for teachers when creating their own assessment criteria sets in their subject or in the context of cross-curricular assessment.

The last part of the book defines the portfolio as a useful evaluation tool and points to the specifics of each of its types.

The issue of formative assessment in the Czech Republic is also dealt with, for example, by the members of the Expert Panel of Helping Schools Succeed project, psychologists J. Stang and Š. Miková, who are the authors of several studies on the topic of evaluation, J. Straková, J. Kargerová and foreign authors such as R. Stiggins, R. Tierney, H. Timperley and J. Hattie.

Formative assessments take place in a secure environment of trust and mutual respect. An example of using the principles of formative assessment is the dialogue between the teacher and the pupil when discussing the pupil's progress with the support of the evidence of learning collection.

"Evaluation and feedback are moments when the pupil and the teacher cooperate most closely. Together they explore what the student has done for his further learning. They reflect and analyze their experience." (Košťálová, 2010, p. 10)

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