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CRITERIA FOR ASSESSING STUDENT KNOWLEDGE IN TECHNOLOGY CLASSES

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ABSTRACT

This article gives the content and essence of the assessment of students' knowledge and skills in the field of technological education on the basis of the materials performed in the practical training.

Keywords: Technological education, evaluation, item, practical training, operation and use of tools and equipment, safety regulations, time standard, the quality of the product.

INTRODUCTION

Evaluation and its importance. Learning materials are mastered by students, checking and assessing the formation of skills and competencies is a necessary component of the learning process. It’s not just about controlling learning outcomes, but also to guide learners ’learning activities at different stages of the learning process.

Evaluation – measuring the level of achievement of learning objectives at a certain stage of the educational process on the basis of predetermined criteria, is a process that consists of identifying and analyzing the results.

Based on the above considerations, the following conclusions can be made about the essence of the assessment:

Why do we need evaluation? ***To do this, the following should be taken into consideration when assessing students' knowledge on technology:***

- to determine whether learning objectives have been achieved;
- to determine the level of previous degree before passing the next stage;
- to confirm that the result has been achieved;
- to determine students ’interests;
- to identify achievements and deficiency;
- for the teacher to make correction to his work;
- to determine the level of gross mastery;

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- to determine achievements in the educational process;
- to engage students in achievement;
- to external interested, employers, top organizations and

to inform parents.

What do we must evaluate? ***In order to determine the knowledge of students in the field of technology:***

- Theoretical knowledge;
- Practical skills and competencies;
- Behavior- character and personal qualities.

When do we must evaluate? ***In the following cases***

- At the beginning of the learning process (initial assessment);
- During the learning process (current assessment);
- At the end of the learning process (final evaluation).

METHODOLOGY

The main features of evaluation in the field of technology:

- Orientation to the purpose of education;
- Skip regularly;
- Based on pedagogical, psychological and legal principles;
- Based on generally accepted outcome standards.

As mentioned above, the levels of achievement of cognitive learning goals are determined when assessing theoretical knowledge. Levels of achievement of affective learning objectives are determined when assessing practical skills and abilities, and when assessing psychomotor, behavioral and personal qualities.

Objectivity of assessment in the field of technology. Based on quantitative and qualitative indicators (accuracy of the item, quantity of items, etc.) that allow to compare the results of individual student work. The fact that the assessment is based on uniform requirements is also its objectivity. These requirements are as follows:

1. Performance accuracy. Clarity – any product, including, is a requirement for the manufacture of products of the sewing industry.

2. The norm of time. Regarding the time limit on the performance of the assignment should be made after the students have mastered the methods of performing labor operations.. This is due to the fact that students are not able to monitor the quality of work at the same time and strive to do it in a timely manner, and if the time norm is introduced in the first stage of education, quantitative indicators increase due to quality..

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3. Students' knowledge. Students' practical work is organized based on their knowledge. Therefore, in assessing their performance, it is necessary to take into account how and how deeply students have mastered the program material.

4. Proper performance of work methods. Students must strictly follow the instructions on how to hold the tool, stand in the working position, and how to position the tool relative to the surface to be machined. Skills to perform work methods correctly are assessed by the teacher.

5. Proper organization of the workplace. Proper organization of the workplace in production increases labor productivity. The level of students 'work culture depends more on their ability to organize their workplace properly.

6. Adherence to occupational safety regulations. If work safety rules are violated, there is a risk of injury. It is necessary to reduce the evaluation of students who violate safety rules in the performance of work methods, etc. in the use of equipment and tools.

RESULTS AND DISCUSSION

Factors to be considered in evaluation. *Evaluation criteria.*

The results of any evaluation will need to be compared, i.e. measured. Their comparison can be made on the basis of criteria developed before or after the assessment. Assessment criteria are an indicator of the extent to which learning objectives have been achieved. These indicators can be described by numbers ("five", "four", "three", etc.) using words ("excellent", "good", "satisfactory", etc.). In other words, the assessment criteria consist of a description of the assessment indicator, which is adjusted according to which level of mastery the learner demonstrates.

Forms of assessment. Evaluation can be conducted in two different forms, depending on its essence:

1. Assessment based on criteria.
2. Assessment based on standard.

Assessment based on criteria- the results obtained by the subject during the training process, knowledge, is a form of assessment that compares and measures skills and competencies according to common and the same uniform criteria for all, developed on the basis of pre-defined learning objectives. Such an assessment provides an opportunity to evaluate the results according to the learning objectives, which clearly define the criteria. Through this, the results are evaluated directly and objectively, as well as, allows strong groups to be better distinguished from weak groups. This form of evaluation consists of two stages, in the first stage, the results

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achieved by the evaluator are determined, in the second stage, the results are compared and measured to the criteria.

Assessment based on standard – as a form of relative evaluation, it consists of measuring the results achieved by the assessors in the learning process after the assessment by mutual comparison.

This form of evaluation also consists of two stages, the first of which determines the results achieved by the evaluator, in the second stage, these results are measured by cross-comparison. In a standardized (norm-based) assessment, the assessment may vary according to several indicators and learning conditions. For example, The emergence of benevolence by the assessment teacher, it can also change due to the teacher's extreme firm.

Types of assessment. Assessment is divided into three types according to the time of the assessment:

- Initial assessment
- Current, i.e. formative assessment
- Final, i.e., a generalized assessment

Initial assessment — initial knowledge of learners at the beginning of the learning process, to determine skills and competencies. The results of such an assessment are the content of the learning process, allows you to choose methods and forms.

Current (formative) assessment - held regularly. It highlights the successes and shortcomings of the educational process, prompt (operational) determination of the effectiveness of the educational process, coordinates the learning process and provides feedback between the educator and the learner.

Final (summative) assessment - determines whether the learner's learning outcomes for a particular period of the learning process established criteria and standards. The final assessment is conducted at the end of a certain stage of the educational process. It summarizes the results of the current evaluation.

The following should be considered when conducting a summative assessment:

Why learner should be unformatted he passed a summative assessment

This leads him to prepare for evaluation.

The conditions for the assessment should be taken seriously, to distract oneself from distractions or accidental interruptions and an opportunity for the learner to demonstrate abilities.

In the condition for the conducting of assessment it is necessary to make an opportunity to be free and not to feel uncomfortable.

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It is important to know what, when, who by and how the assessment conducting gives to the evaluator and the learner.

Understand and evaluate the learning outcome of the assessment important for consolidation.

The learner should be assessed using a predetermined outcome criterion.

It is not advisable to conduct an unscheduled assessment.

Principles of evaluation. The following five main principles are the foundation of an evaluation system's effectiveness.

- Based on learning objectives
- Reality
- Truthfulness
- Reliability
- Convenience

1. 1. Focus on learning objectives. The basic principle of effective assessment is based on learning objectives. The quality of assessment is directly related to learning objectives. Learning objectives define the content of the assessment. Depending on the level of setting learning objectives, the form and methods of assessment are chosen. Also, the result of activities performed to achieve learning objectives, is important in determining evaluation criteria.

2. Reality. An assignment or test aimed at evaluating a learning outcome is valid. It should focus on results in the area of knowledge and skills to be evaluated.

3. Fairness (objectivity). This assignment and test is valid only if independent educators give the same assessment to the same assignments and tests given to the same learners. This fairness applies to assessments made at different times.

4. Reliability. Various methods can be used during the evaluation of the results. But the main condition for choosing these methods is reliability. For the method to be reliable, the evaluation must be based on accurate data. This refers to how reliable the task or test is aimed at controlling learning objectives.

5. Convenience. The assessment system is in line with the training and production standards based on the learning objectives, not complicated, should be accessible to the supervisor and the learner. It is advisable to use computers as widely as possible when conducting the assessment.

Evaluation systems. Recently, the following two assessment systems have been used in educational institutions of the Republic.

1. Five-point grading system.
2. Evaluation rating system.

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The following didactic requirements are set for the assessment in the five-point grading system:

- Control and monitoring is systematic, must be continuous. If this requirement is not followed, students ’attitudes toward learning will be deteriorate, negatively affects the quality of knowledge. Students should prepare for the lesson every day. the constant supervision of the educator compels it.

- Assessment of knowledge is individual in essence. Every student should understand that his knowledge, skills and competencies are being assessed.

- Based on state education standards. Students' knowledge, skills and abilities are tested and evaluated in terms of the implementation of state curricula.

Evaluation based on a rating system. This rating system has been used by many countries. “5” full provision of the rights and freedoms of students from the grading system, differs radically in the implementation of practical work to effectively stimulate their interest in learning and to attract them to the next stage of education.

The purpose of the rating system is objective assessment of skills and competencies, to stimulate students` interest in learning and to determine the knowledge of students in full filling the requirements set out in the state education standard.

CONCLUSION

In the rating system, the level of mastery of students in each subject is expressed in points.

Each type of control, regardless of the form in which it is carried out, is evaluated using whole numbers in the method of five "5" points ("5", "4", "3", "2", "1").

“1” ball – Used 1 opportunity of 5

“2” ball – 2 Used opportunities of 5

“3” ball – 3 Used opportunities of 5

“4” ball – 4 Used opportunities of 5

“5” ball – 5 Used opportunities of 5

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