The Influence of Criterion-Referenced Assessment on Students’ Attitudes towards Education

Abstract

Educational assessment forms students’ personality and at the same time evokes positive or negative attitudes towards education. The paper points to the possibility of using criterion-referenced assessment at secondary schools; its criteria are known to students and students know that they can improve their performance using their initiative. The application of criterion-referenced assessment enables students to experience more positive feelings in the educational process, in other words, the joy of learning.

Key words: educational assessment, grading, criterion-referenced assessment, students’ attitudes towards education

Introduction

Educational assessment has always belonged to the competences of each teacher. It is a tool and a means of controlling the educational process, of influencing and shaping the student’s personality and it also serves as feedback, information about accurate or inaccurate learning techniques.

Grading belongs to fundamental control activities at our primary and secondary schools. Pedagogues and psychologists, authors of pedagogical publications (Staněk, S. 1990, Jedinák, D. 1992, Okruhlíková, A. 1991, Rötling, G. 1997, Kosová, B. 1998 and others) point to the non-functional character of grades and evaluation levels, which is also caused by legislation based on grading.