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(Professional paper)

REMOTE KNOWLEDGE ASSESSMENT

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Abstract: The current turbulent times have led economies to a major transition. Life has changed people, behavior, habits and acceptance of responsibilities. In addition, the educational has changed a system by which the younger generations are educated. Psychosocial development has changed of each individual. Overnight, we professionals in the pedagogical field had to take responsibility for work we had never done before. We have taken on the responsibilities of educating students at a distance. By doing so, we have changed the foundations of our education system. We are teachers we missed the interaction, the warm smiles and hugs of the students, we missed the everyday changes that the day brought us. The students missed our explanations, our smiles, facial expressions and gestures. In fact, we missed a lot of what makes us happy and cheerful at school. In the first part of the paper, I describe the subject and substance that we will evaluate at a distance. In the second parts I present a case study of substance assessment in individual subjects we are learning in the 3rd grade of primary school (hereinafter primary school).

Key words: teleworking, forms, methods, verification, evaluation.

1. Introduction

We had to accept certain professionals in the field of education overnight legal duties and change the way we operate. We tried something new less known to all of us. Our professional competencies, professionalism and flexibility are ours make it possible to quickly set up new plans for teaching, testing and assessing knowledge after new remote system. I prepared various contents, enriched the students and presented the material on a weekly basis. I prepared the teaching material and posted it on the school website every weekend. Teaching took place through various telecommunication channels and social networks, such as: Zoom, ARNES Vid, Skype, Facebook. The choice of communication channel with the students was based on students' ability to access the Internet and computer. I am for every substance prepared a Power point presentation and a Word presentation for students. I'm for telecommuting also used an online classroom in which we uploaded learning content, additional learning exercises and recorded video explanations for individual subjects. The recordings were helpful to the students to make it easier

understand the subject matter and find it easier to complete the weekly material. We mostly checked via video call, consolidate and upgrade knowledge with additional exercises. In this paper I describe a case study of a pedagogical professional plan, which I prepared during distance work for checking and assessing knowledge at the elementary school Hinko Smrekar, Ljubljana, Republic of Slovenia during distance work and in accordance with the curriculum and annual preparation of each subject.

2. Case study: testing and evaluation of remote knowledge at primary school Hinko Smrekar, Ljubljana, Republic of Slovenia, 3rd grade

On the basis of the decision number 6034-14 / 2020 received from the Ministry of Education, Science and Sport of 17 April 2020, I conducted an oral assessment in all 3rd grade subjects in May. Prior to the oral assessment, the substance was consolidated and the substance was tested at a distance. In the weekly teaching material, I prepared worksheets and other learning contents for the students, which were helpful to them. I conducted an oral knowledge assessment through some online and social channels and applications such as Zoom, Skype, Arnes Vid, Facebook. (MIZŠ, 2020).

We were informed from the decision that in subjects for which two hours per week are determined by the syllabus, the students' knowledge is assessed at least twice a school year. In the case of subjects for which more than two hours per week are determined by the syllabus, the student's knowledge is assessed at least three times during the school year. The student's knowledge is assessed at least once in an individual subject in the second assessment period. (ZRSŠ, 2020-c).

For this reason, I decided to re-evaluate the 3rd A grade students in order to obtain another appropriate grade in all subjects in the second assessment period. In doing so, I first made a plan of what I would evaluate and in what way. (ZRSŠ, 2020-c).

3. Theoretical description: criterion and methods of remote evaluation of individual subject

In the following, I present the criteria and methods of assessing an individual subject.

3.1 Assessment of knowledge in Slovenian

According to the curriculum for Slovene, it is very important in the Republic of Slovenia that students learn to read printed and written letters in the first three years. In doing so, we evaluate the smoothness, resolution, and fluency of reading. We read a lot during school and at home during the school year. We practiced reading with accents. Pupils learned the spelling and grammar rules in 3rd grade. They practiced writing capital letters, writing appropriate punctuation marks at the end of sentences and using commas. (MIZŠ, 2018).

To this end, I acquainted the students with the assessment criteria and what the minimum standard of knowledge will be assessed, namely (MIZŠ, 2018):

- at the end of the 3rd grade, the student is fluent in his / her age, cognitive, communicative and reception abilities of the relevant text, written in printed and written lines.

As an alternative, I also gave a written assessment of knowledge, in which the following minimum standard of knowledge could be assessed, namely:

The student shows his understanding of the read text by:

- orally or in writing determine the circumstances of the letter (eg the communicator, the addressee, the place, the time) and the purpose of the communicator.
- Finds specific information in the list.
- Summarizes the topic of the text and essential information orally or in writing.
- Restores the text orally or in writing.

Testing and consolidation of knowledge in Slovene took place throughout the school year during classes and at a distance through weekly teaching materials, which I published for students on the school website and via video call (Skype, Arnes Vid, Viber, Facebook).

Fluent reading, connection	fluent, connected whole sentences	fluid, occasionally connected, stuck at longer words	unrelated, word for word
Reading errors	without	A little	A lot
Separators	always consider	occasionally into account	does not take into account

Table 1. Assessment of Reading

3.2 Assessment of knowledge in mathematics

In mathematics, we performed an oral assessment of knowledge. Oral assessment of knowledge took place at a distance. (Žakelj A., et al. 2011).

I have prepared a plan of knowledge standards, which I will assess below, namely (Žakelj A., et al. 2011):

Student:

- Knows geometric shapes and describes them.

- Finds the missing link in the addition, subtraction, multiplication and division accounts.
- Knows the products up to automatism in the range of 10x10 and the quotients that are tied to the numerator,
- Knows and uses arithmetic operations: addition and subtraction, multiplication and division and their properties.
- Recognizes parts of the whole, names them and writes them down.
- Solves word problems from everyday life.
- In addition to the listed standards of knowledge, I also adjusted the assessment with the minimum standards of knowledge, which I list below, namely:
- Names, describes and draws basic geometric shapes and elements.
- Counts, reads, writes and compares natural numbers up to 1000.
- Add and subtract up to 100 in a set of natural numbers.
- Finds the missing number in addition and subtraction accounts in a set of natural numbers up to 20.
- Knows the products in the range of 10 times 10 and the quotients that are tied to the numerator, recognizes the parts of the whole.

3.3 Knowledge of the environment

In learning about the environment, oral assessment took place at a distance. In this course, we evaluated the poster. (Kolar M., Krnel D., Velkavrh A., 2011)

Standards of knowledge (Kolar M., Krnel D., Velkavrh A., 2011):

It compares the characteristics of the home landscape with the selected landscape in Slovenia or elsewhere in the world.

- Describes different landscapes.
- Distinguishes the movement of bodies (direction, speed) and the forces acting on them.
- Names and shows on the map the countries bordering Slovenia.

And the following minimum standards of knowledge (Kolar M., Krnel D., Velkavrh A., 2011):

- Knows, reads, sketches and uses simple maps for orientation in the landscape.
- Orients himself in his environment, in the school environment, in nature.
- He knows the main directions of the sky.
- In a few sentences, he describes the characteristics of the home landscape and the life of the people in that landscape and the changing environment.
- Recognizes and describes changes in the properties of bodies and substances.
- He knows some properties of air and understands that there is no life without air.
- Records the collected data in different ways, uses tables, simple graphs, suggests research questions.
- Reports and presents his work.
- Knows some of the water, air and soil pollutants in its surroundings.
- He knows we can influence movement.

- Knows some properties of sound and light.
- He knows all the senses.
- He knows that he lives in Slovenia and that Slovenia is a member of the EU.
- Knows the national symbols of Slovenia.
- He knows that Slovenes and members of other nations live in Slovenia.

The poster was judged on the basis of a video that students will make at home with the help of their parents. The student will first photograph the poster and upload the photo to the On Drive app. Pupils, with the help of their parents, prepared a video that they uploaded in the same app.

SPO - MAKING AND PRESENTING THE POSTER	Possible points	Achieved points
Content		
The author of the poster is mentioned	1t	
Listed sources	1t	
Grammatically correct	2t	
SHAPE		
Self-made poster	2t	
Appropriate poster size	1t	
Enough visible text and photos	2t	
Aesthetically and transparently	1t	
PRESENTATION		
Relevant content (student also understands what he / she is telling)	3t	
Speech (loud, literary, interesting, by heart)	3t	
Presentation time 1.5 min - 2 min 2 t 1 min - 1, 5 min 1 t less than 1 min 0 t	2t	
Contact with listeners - prepared	2t	

assignments		
Criterion: 0% - 44,9 (1) 45% - 59,9% (2) 60% - 74,9% (3) 75% - 89,9% (4) 90% - 100%(5)	Total points: 20	POINTS ACHIEVED:
		Ratings

Table 2: Assessing poster

3.4 Assessment of knowledge in art

Given that we often used painting, drawing and sculpture techniques in our school work, and that students express themselves best artistically with these techniques, we conducted a distance assessment of knowledge. (Kocjančič, N. et. Al. 2011).

I assessed the following standards of knowledge, namely:

- The student independently solves art tasks on the surface and in space.
- Demonstrates knowledge and understanding of the considered artistic concepts in art products.
- Connects the acquired artistic knowledge and skills with the contents of other subjects. (Kocjančič, N. et. Al. 2011).

Minimum standards of knowledge (Kocjančič, N. et. Al. 2011):

- The student expresses himself spontaneously, experienced and playfully.
- Demonstrates the ability to observe and enters details into the art product.

Use the discussed art materials and tools.

Pupils, with the help of their parents, took a photo of the pupil's products and uploaded it to a personal folder in OnDriv.

First art product

Learning content: Unusual vehicle

Visual expression: mixing colors

Art technique: painting

Learning objectives:

- define the concept of painting and distinguish it from drawing
- list known liquid and hard painting materials and accessories
- paint a picture in a combined painting technique
- develop imagination, creativity and perseverance in painting the depicted surfaces

Teaching aids: newsprint, drawing sheet, crayons, watercolors, brush. (Kocjančič, N. et. Al. 2011).

Other art product

Learning content: Vegetables

Field of art: Line (line), point (dot)

Art technique: drawing

Objectives:

- restore concepts: line, line - freehand / drawn with accessories, straight / curved, horizontal / vertical, short / long, thin / thick, broken / continuous, closed / unclosed, point or dot - small / large, strong / weak. ..
- list examples of lines and dots in nature.
- draw a motif with different materials and fill it with lines and dots
- develop the ability to express their own thoughts creatively.
- on the products of peers distinguish the variety of lines and dots, explain the concept of drawing.

ACCESSORIES: drawing sheet, felt-tip pens, crayons, crayons, newsprint. (Kocjančič, N. et. Al. 2011).

Third art product

Learning content: Meadow

Visual field: lighting of colors

Learning technique: painting

OBJECTIVES:

- Define painting materials.
- They enrich the image with details.
- They develop a sense of building a drawing from the whole to the details.
- Enrich the ability to observe.
- Consolidate knowledge of different color line options.
- They develop perseverance and motor skills.

ACCESSORIES: Drawing sheet, tempera, brush, newsprint, palette. (Kocjančič, N. et. Al. 2011).

Art assignment	1 t	
Artistic motive	1 t	
Technique	1 t	
independently solves art tasks on the surface and in space	2 t	
art products demonstrates knowledge and understanding of the considered art concepts	1 t	
He connects the acquired artistic knowledge and skills with the contents of other subjects	1 t	
spontaneously, experienced and playful art expresses	1 t	
It demonstrates the ability to observe and introduces details into the art product	1 t	
Use the discussed art materials and tools	1 t	
<ul style="list-style-type: none"> • Evaluation criteria: • • Filling the space. • • Technical implementation. 		

<ul style="list-style-type: none"> • • Wholeness and details. • • Different types of lines. • • Originality. 		
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Table 3. Assessment at LUM

3.5 Assessment of knowledge in music art

In music, we rated videos of songs the students sang to their parents. The videos were uploaded to the OnDrive app. I also gave the students three questions that were answered orally via video call or in a video. (Holcar, A., et. Al., 2011).

I assessed the following minimum standards of knowledge:

- Sings a repertoire of folk, artificial, domestic and foreign songs.
 - In implementation, it takes into account the elements of interpretation.
 - Understands and uses musical concepts.
 - Involves in music activities in the school and extracurricular environment.
- (Holcar, A., et. Al., 2011).

The student also gets two questions about the concepts we learned by March 13, 2020. Each question is worth 1 to 5 points. There are 25 points in total.

Name and surname		
1. song	1 – 5	
2. song	1 – 5	
3. song	1 – 5	
1. question	1 – 5	
2. question	1 – 5	
Total points: 25	Assessment:	

Table 4: Assessment of the music

3.6 Assessment of knowledge in sports

The student prepares a video where he shows his knowledge in the field of gymnastics and athletics.

In sports, students were assessed based on a video uploaded by parents to OnDrive. (Kovač Marjeta et. Al. 2011).

4. Conclusion

The new way of pedagogical work at a distance has taught professionals to accept new innovative ways of teaching, checking and assessing knowledge. I believe that all the approaches I have described in this paper have a legal basis on which we professionals worked over time at a distance. I was very flexible in distance learning. I provided students

with different approaches to presenting the material and different approaches to testing and assessing knowledge. Assessment at the 3rd grade level at our school proved to be successful. We made the work easier for the students and gave them more opportunities to check the demonstrated knowledge, which we checked remotely.

I believe that in the future, teachers and other professionals will often be forced to work in this way, as distance work opens up some other learning approaches that are effective for students who only need this form of work. I am of this opinion because some students find it easier to organize in a home environment and find it harder to function in a school district. In addition, they find it easier to learn and listen to the teacher. I believe that distance education is the future of education in the future.

The different ways of teaching and sharing our learning materials with our students demonstrated our flexibility and sharing of professional competencies.

The methods we presented to the students led to the successful realization and efficiency in the education of the Republic of Slovenia.

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