UNIVERSITY OF ZIELONA GÓRA

# CHANGES IN STUDENT ACHIEVEMENT ASSESSMENT SYSTEM IN SELECTED EUROPEAN COUNTRIES – A COMPARATIVE STUDY

EDITED BY:
LECH SAŁACIŃSKI
AND ANDREAS SEIDEL

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Review:
*prof. dr hab. Eugeniusz Piotrowski*

Proofread:
*Agnieszka Gajewska*
*Daria Loska*

Cover design:
*Ewa Beniak-Haremska*

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Oficyna Wydawnicza „Impuls"
30-619 Cracow, ul. Turniejowa 59/5
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# PART I

# ASSESSMENT OF SCHOOL ACHIEVEMENTS IN POLAND

MAGDALENA PIORUNEK,
MAGDALENA DOPTA, ANNA WIECZOREK

# ASSESSMENT OF SCHOOL ACHIEVEMENTS IN THEORETICAL DISCOURSE AND EMPIRICAL STUDIES — DISCOURSE ON SCHOOL ASSESSMENT

Examinations and assessment are inextricably associated with the education process realized in almost all educational institutions. It is one of the most stressful links of the teaching – learning process, both for the assessor – a teacher and the assessed – a student, which is additionally burdened by potential errors evoking various controversies. It is assumed that school assessment first of all functions as the diagnostic tool, i.e. it indicates the scope of competences achieved by the student. These competences are specifically enumerated by the taxonomy of educational aims within the sphere of particular educational courses. Undoubtedly, assessment also fulfils a general pedagogical function and has a direct influence on the emotional-motivational status and the behaviour of the assessed person.

The very fact that there is no universal assessment system which would not be exposed to criticism makes this process become the object of a very broad educational debate and turns it into a field of discourse between at least two characteristic approaches to learning and assessment, namely the traditional behavioural approach and the more modern constructivist approach[1].

In the behavioural approach, characteristic for the adaptation paradigm in social science, associated with behavioural and conservatist pedagogy it is assumed that the essence of educational changes is the improvement of the world according to its presently observed definition. The knowledge is certain, stable and directly useful, whereas the teaching is effected in a rigid group class formula[2]. Consequently[3]:

- the object of assessment is first of all the factual knowledge;
- the assessment operation is a situation relatively isolated from the didactic process;

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[1] Cf. B. D. Gołębniak (2003), *Egzaminy i ocenianie szkolne* [in:] Z. Kwieciński, B. Śliwerski (eds.), *Pedagogika*, vol. 2, Warszawa.

[2] Cf. B. Śliwerski (1998), *Współczesne teorie i nurty wychowania*, Kraków.

[3] B. D. Gołębniak (2003), *Egzaminy i ocenianie...*, *op. cit.*, pp. 211–212.

- the dominant assessment form are the multiple choice tests or exercises of academic nature in which the assessed person mostly has to demonstrate his "handbook knowledge";
- assessment criteria are unclear and very often kept confidential;
- individual attributes, e.g. isolated knowledge or imprecisely named skills are subject to assessment;
- the stress is placed on individual assessment.

On the other hand, in the constructionist approach characteristic for the emancipation paradigm within the social sciences, associated with humanistic and liberal pedagogy, it is assumed that the principle of educational changes is the revision of the currently observed definitions of the world and exceeding the limits of its current shape. Independent application of the obtained knowledge is appreciated which is accompanied by deconventionalisation and flexibilisation of the teaching – learning process[4]. These assumptions can be translated into such an approach to assessment in which[5]:

- the object of assessment is the application of knowledge and making use of it is real life situations;
- assessment process is integrated with the overall process of learning and teaching;
- holistic assessment as well as periodic assessment are used, and continuous assessment (e.g. in the form of a portfolio) is used next to the summative assessment;
- assessment criteria are revealed;
- assessment is of a multidimensional nature, since it takes into account not only knowledge but also skills, thinking and affects;
- group assessment is used which helps create the cooperation abilities in a student.

In educational practice both approaches to assessment often function complementarily, and conventional techniques of assessment (e.g. testing, written assignments, oral performance, observation, bookwork, practical projects) may be aided by new unconventional ones, such as portfolio (continuously extended collection of document materials, selected according to a specific interpretation key serving to illustrate the development of competences[6], discussions and debates, audio and video recordings, presentations and drama.

The choice of assessment techniques depends not only on the presented approach to this process, but also on the function which the assessment

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[4] Cf. B. Śliwerski (1998), *Współczesne teorie...*, *op. cit.*

[5] B. D. Gołębniak (2003), *Egzaminy i ocenianie...*, *op. cit.*, pp. 211–212.

[6] Cf. *ibidem*, p. 234.

should serve. In general one can distinguish between[7] formative assessment (creative), effected in the course of the overall didactic process, consisting in providing students and teachers with some feedback concerning the status of skills, current achievements in order to improve the learning and its effects, and summative assessment (cumulative) focused on measurement and comparison of results of learning which functions as high-stakes assessment. When considering the assessment agent in turn, one can introduce a distinction between external assessment and internal (intraschool) assessment.

So far Polish school system has very rarely resorted to the external assessment which leads to the objectivisation of grades, concurrently being an element of control over education level. External assessment requires considerable logistic and economic effort, though. A lot has been done in this respect over the past years, starting from the education system reform introduced in 1999 (gradual introduction of uniformed system of external state examinations: competence testing in primary schools, junior high schools (gymnasium), and the so-called "new matura" (GC exam) introduced in 2005). This does not mean, however, that those efforts lead to unambiguously positive results. They evoke a number of controversies among teachers, among students and their parents. The strategies and form of external assessment call for further improvements. The same concerns the intraschool assessment, which, according to the most recent trends could become deconventionalised and get focused on processes and not only on the outcomes.

In view of the above discourse in progress now, I would like to suggest taking a closer look at selected aspects of school assessment from the perspective of particular education subjects participating in this process, i.e. the assessed students, their teachers, parents and the present university students whose task was to perform a retrospective analysis of the school assessment experience. In order to do that I will refer to the results of studies conducted within the international research programme aimed at the diagnosis of school assessment, coordinated by the University of Potsdam, Germany.

In the course of the programme a diagnostic survey was conducted, which encompassed the following group of respondents: junior high school students, form 2 and 3, their teachers, the parents of students subject to diagnosis, as well as a group of university students[8].

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[7] *Ibidem*.

[8] Surveys were perfromed in the following groups: 67 students of Junior High School No. 1 in Gniezno, 15 teachers from that school, 61 parents of the students subject to diagnosis as well as a group of 102 students of modern language philology departments (including 75 students of the first and second year of Teacher Training College, partially in

It should be underlined here that the empirical verification focused on intraschool assessment which is governed by its own rules and fulfils different functions than an objectivised external assessment.

The accumulated diagnostic material originating from questionnaires directed to particular group of respondents has been analysed and presented in the comments below, organizing the issues within the following problem fields:

1. Assessment functions.
2. Assessment object.
3. The principles of assessment of school achievements.
4. Assessment diversification factors.
5. Students' participation in the assessment process.
6. The influence of school assessment on the functioning of students.
7. Pros and cons of school assessment.

The considerations presented below have been supplemented in the appendix containing tables illustrating the accumulated diagnostic material. This appendix constitutes an integral part and a numerical illustration of the discussed arguments.

## 1. ASSESSMENT FUNCTIONS

The assessment situation, even though it is perceived as rather uncomfortable by all the participants of the educational process, according to all the respondents plays a vital role in that process. All groups of respondents unanimously underlined that school assessment is helpful in the course of learning (cf. Table 1; Chart 1)[9]. In addition, it seems that the teachers and parents are more univocal in this respect, because more than 90% of them treat assessment as helpful. A similar opinion is expressed by about 80% of the students and university students performing a retrospective analysis of their school experience.

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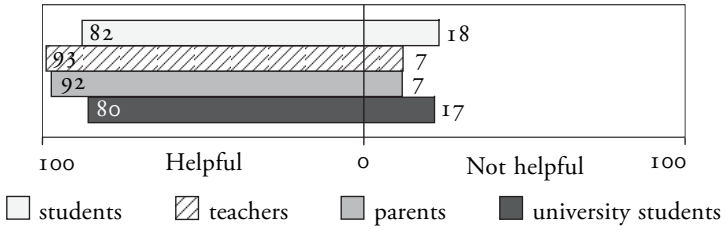
the German section and partially in the English section, the remaining number of university students originated from the first year of the German Language Institute of Adam Mickiewicz University in Poznań, Poland). The selection of the sample group was of a two-layer structure: at the level of educational institution it was intentional, whereas within a given institution it was selected at random. The surevy was perfromed research and the statistical analysis of the research material conducted by mgr M. Dopta and mgr A. Wieczorek. Coordination of the research programme by UAM – dr M. Grzywacz. Polish translation of the survey – dr Lech Sałaciński (University of Zielona Góra).

[9] The tables are included in the Appendix to the present study, pp. 66–82.

Chart 1. Question 5: Is school assessment helpful to you? (in %)




Detailed functions of school assessment are perceived differently by particular respondent groups (cf. Table 2; Chart 2).

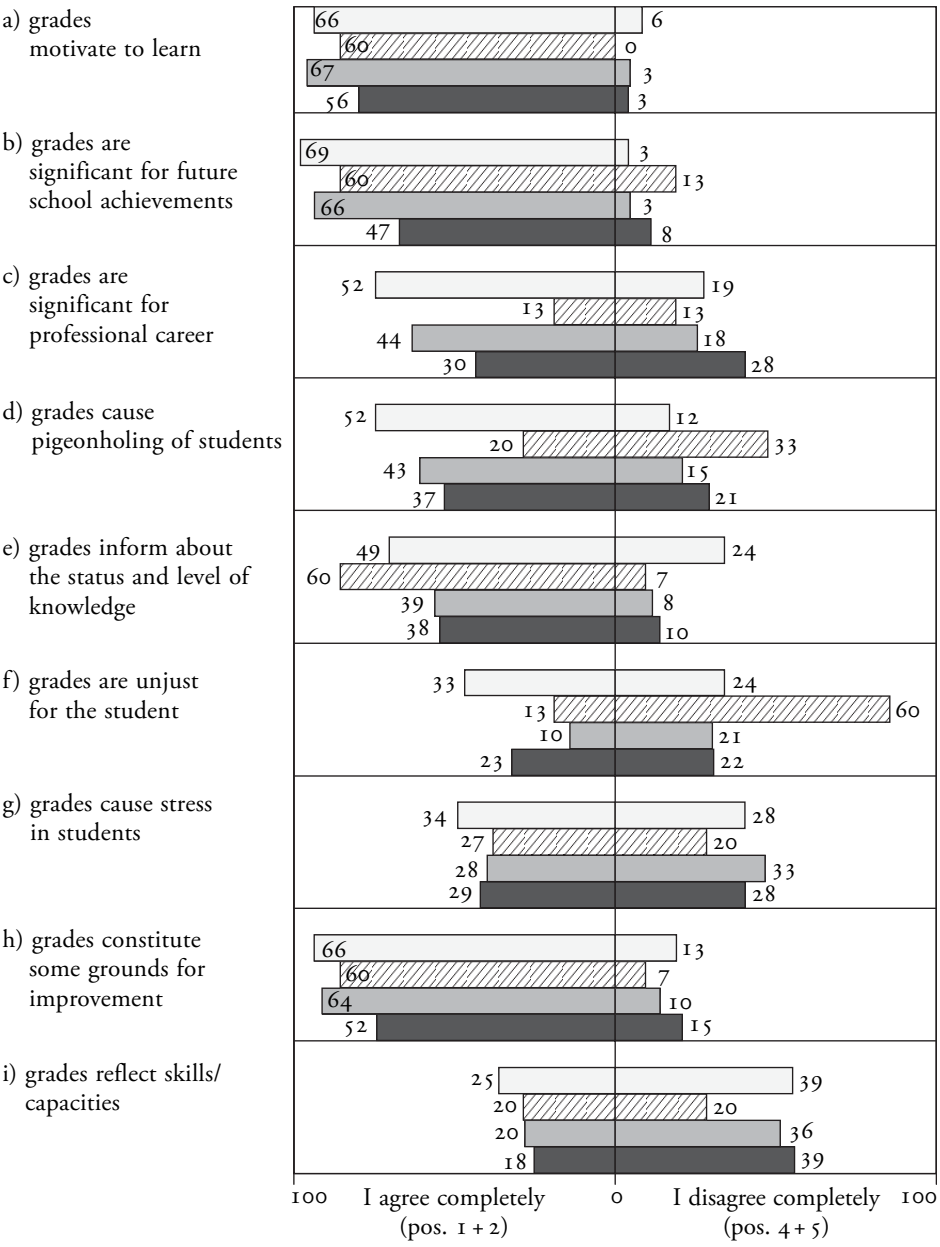
They agree, however, as to the motivational function of school grades. Nine in ten respondents from respective groups at least partially agree with this statement. Students and their parents, as well as university students associate grades with the educational future of an individual. This fact is not perceived so explicitly by the very teachers performing assessment. Situation is similar when it comes to relationships between school grades and future professional career: the teachers are also more sceptical with respect to the determinant role of school grades in the process of building up professional future of the youth.

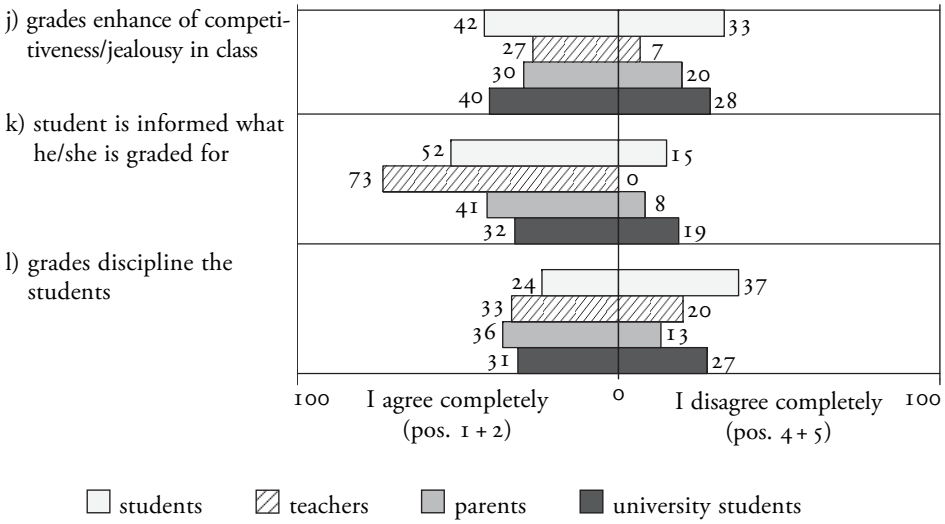
The informative functions of school assessment [the grade informs a student about the status of his/her knowledge, reflects his/her skills; on the basis of their grades the students know in which fields they have to improve themselves – Table 2; Chart 2, items e), h), i) respectively], are considerably less appreciated by the teachers themselves who, being perhaps more aware of their own numerous difficulties and shortcomings in this respect, are more sceptical in their opinions.

On the other hand, teachers have a tendency to be unappreciative of the stress-burdening role of school assessment; less frequently than the other respondent groups do they treat school grades as unjust or even stigmatizing for the youth ("pigeonholing" the students). It is understandable insofar as they, being the assessors, try to rationalize their actions and concurrently legitimize the assessment system within which they function.

All the respondents pinpoint that through the increase in competitiveness, the grades may have a negative impact on the interpersonal relations within a class group, and their disciplinary function is more respected by adults – the parents and teachers, than by the students themselves.

Chart 2. Functions of school assessment (in %)






Summing up, it seems that the teachers, being aware of the limitations accompanying the assessment process, are more cautious in their opinions, especially concerning the prospective functions of school grades (relationships with educational-professional career of a student), concurrently, (along with the parents) having a tendency to underline the disciplinary function of a grading system. This fact speaks for their interpretation of the assessment operation as relatively isolated situation within the teaching process in which it is necessary to discipline students by means of external stimuli, which is characteristic for the behavioural approach to school assessment. At the same time, all the parties to the didactic process ascribe considerably numerous functions to school grades, being fully aware of the multidimensional nature of this traditionally important instrument in the repertoire of teachers' operations.

## 2. ASSESSMENT OBJECT

The object of school assessment according to the opinions of respondents was diversified (Table 3; Chart 3). If the results presented in Table 3 are combined with the statements from the first part of the present study concerning the behavioural and the constructivist approaches to assessment, the subsequent categories of the analysed variable may be arbitrarily treated as indicators of either the first of the second presented paradigm.

Consequently, evaluation of knowledge, homework, lesson preparation at home, note-taking, oral performance, written papers, discipline in class

and rote learning [categories a), b), c), d), f), g), h), and o) respectively] may be considered indicators of behavioural approach to assessment. They are focused on the outcome of teaching and not on the process thereof and they are associated with the preference of conventional assessment techniques and factographic knowledge of students.

The remaining categories related to the assessment of activity during class, resourcefulness, progress in learning, practical application of knowledge, group cooperation effects, difficult task solution method, cooperation method while solving tasks, task performance effort, independence in effecting the tasks and outside class hour activity [categories e), i), j), k), l), m), n), p), q), and r) respectively] can be included under a label of constructivist approach to assessment. They are associated with the evaluation of teaching process, application of knowledge, multidimensional character of assessment or cooperation in the course of didactic process.

Taking into account the above quoted diversification we may univocally claim that a considerable number of respondents in their so-far educational experience have been assessed according to the behavioural paradigm.

In the case of numerous categories associated with this paradigm, it was the teachers who were more sure of such state of affairs than the students. As a result, they think that the students get grades for their knowledge, lesson preparation, keeping notebooks, oral presentations and written papers, and much more rarely for homework, classroom discipline, and rote learning.

Almost 40% of surveyed teachers and more than half of the students think that at least frequently they are assessed for rote learning (!). Also almost 70% of the parents of the young people encompassed by the survey are convinced about that (!).

Besides the assessment of a student's participation in class activities, no other indicator of a constructivist approach to assessment deserved to be referred to as "commonly used".

What is more, in a number of categories included in this paradigm it is easy to notice a certain discrepancy between the opinions of the students (and university students) and the opinions expressed by teachers. The latter are inclined to state that decidedly more often do they evaluate e.g. students' progress in their work, their resourcefulness, practical application of knowledge, task performance effort, or independence of the students in the process of gaining knowledge. These opinions are not confirmed by the students who rarely experience such assessment. Such factors as the evaluation of peer cooperation in the course of task performance or an extracurricular activity of the student are very rarely subject to assessment, which is noticed by both students and teachers.

Chart 3. Object of assessment at school (a–i) (in %)

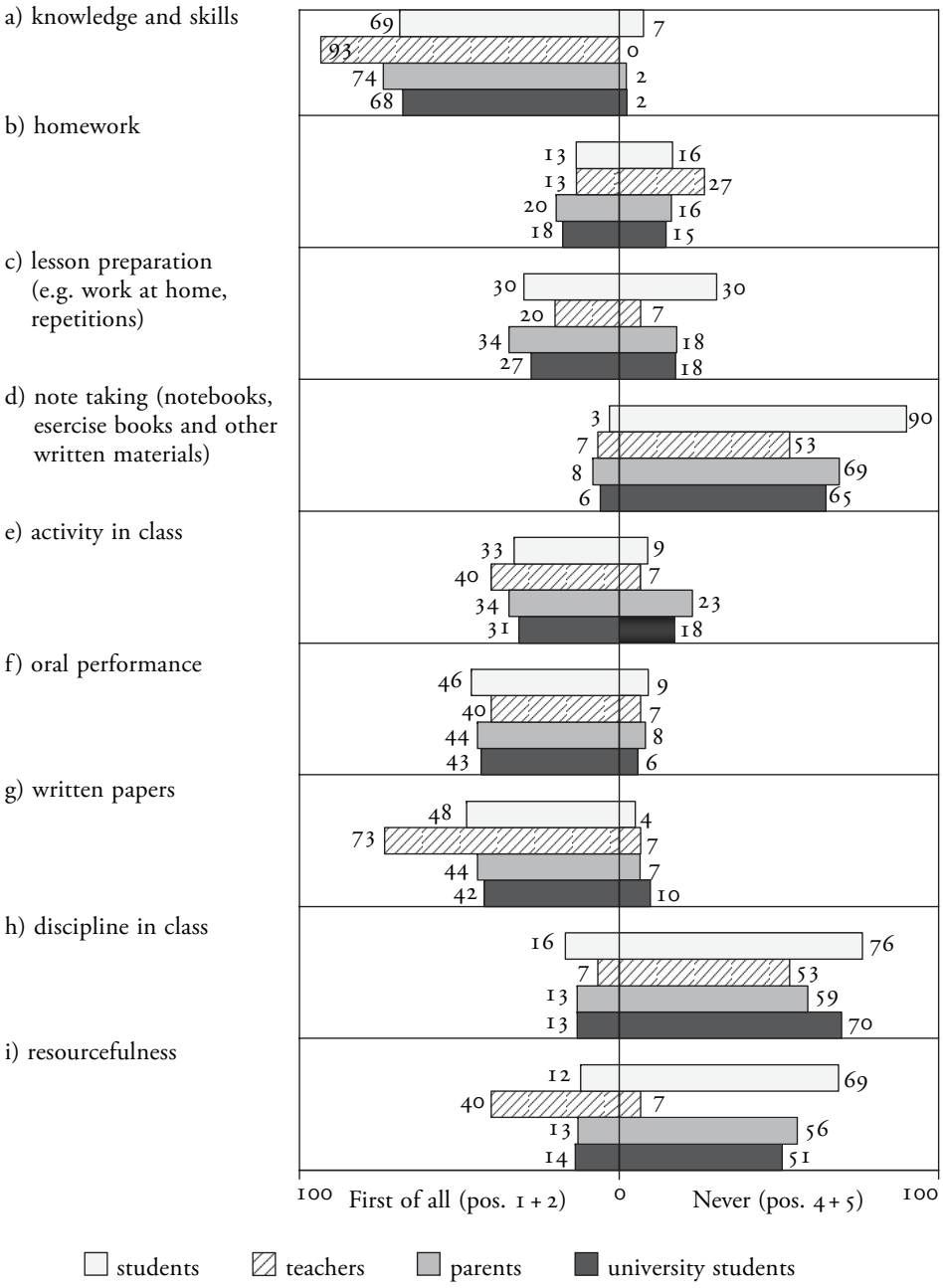
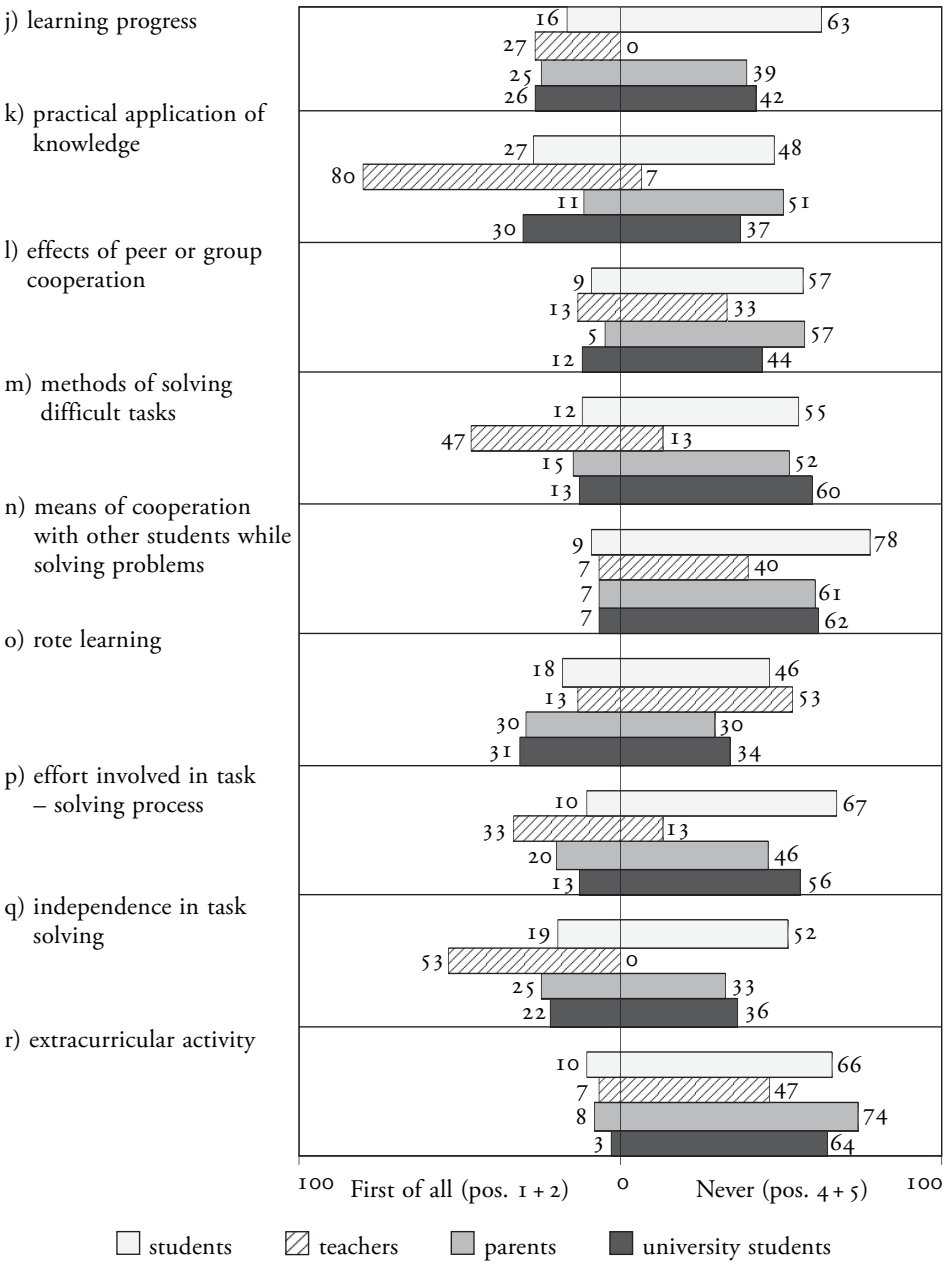


Chart 3. Object of assessment at school (j–r) (in %)



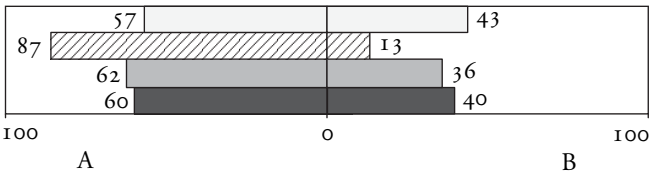

This means that the traits of the modern approaches to assessment at school have been present there for quite a long time; they have not been commonly applied to the respondents who have registered rather more tra-

ditional assessment indicators. From the teachers' point of view, the constructivist approach to assessment process is more frequently observed in educational practice than it is reported by the students themselves who experience this approach considerably more rarely. Particularly alarming is the deeply rooted in the awareness of all respondents (and most probably in the Polish school reality) assessment of rote learning, which is not only ineffective, but also useless from the point of view of emancipative approach to education.

## 3. THE PRINCIPLES OF ASSESSMENT OF SCHOOL ACHIEVEMENTS

The school as the students' identity-building environment whose functioning encompasses not only the determination but also evaluation of educational potential – their strengths and weaknesses, has been treated by the students in a non-explicit way (Table 4; Chart 4). Ambivalence of feelings, emotions, and grades has been noticeable in many responses of the students, university students, and parents. True enough, about 60% of the respondents from these three groups expressed their positive opinions about school as a place which enables the students to discover their strengths and is based on their developmental capacity (almost one half of the respondents felt rather good at school), but the fact that the remaining 40% of the surveyed were of the opposite opinion is quite troublesome. For a considerable group of students school was a place where they experienced different frames of mind, sometimes a definite discomfort. First of all, however, school was a place, where the teachers focused mostly on spotting the defects and inadequacies of the students, and the ubiquitous criticism was not conducive to building up a positive self-assessment and was not motivating to undertake any subsequent educational challenges. The opinion of the teachers, 90% of whom claim that school is student-friendly, that it is a place where the students are praised very often, where everybody puts trust in their potential and their strengths are fundamental, sounds especially dissonant here. The opinions of the remaining participants of the educational process are in no way consistent with such views! The question is then whether the teachers idealize the function of school? Such phenomenon might be understandable on a one-off basis, but it seems to be very dangerous from a social perspective. An idealized teacher diagnosis will surely be non-conducive to the introduction of potential changes, including the changes of the assessment system, because their necessity may be questioned in advance based on a positive perception of the current state of affairs.

Chart 4. Which of the two statements below in your opinion describes school reality most accurately? (in %)

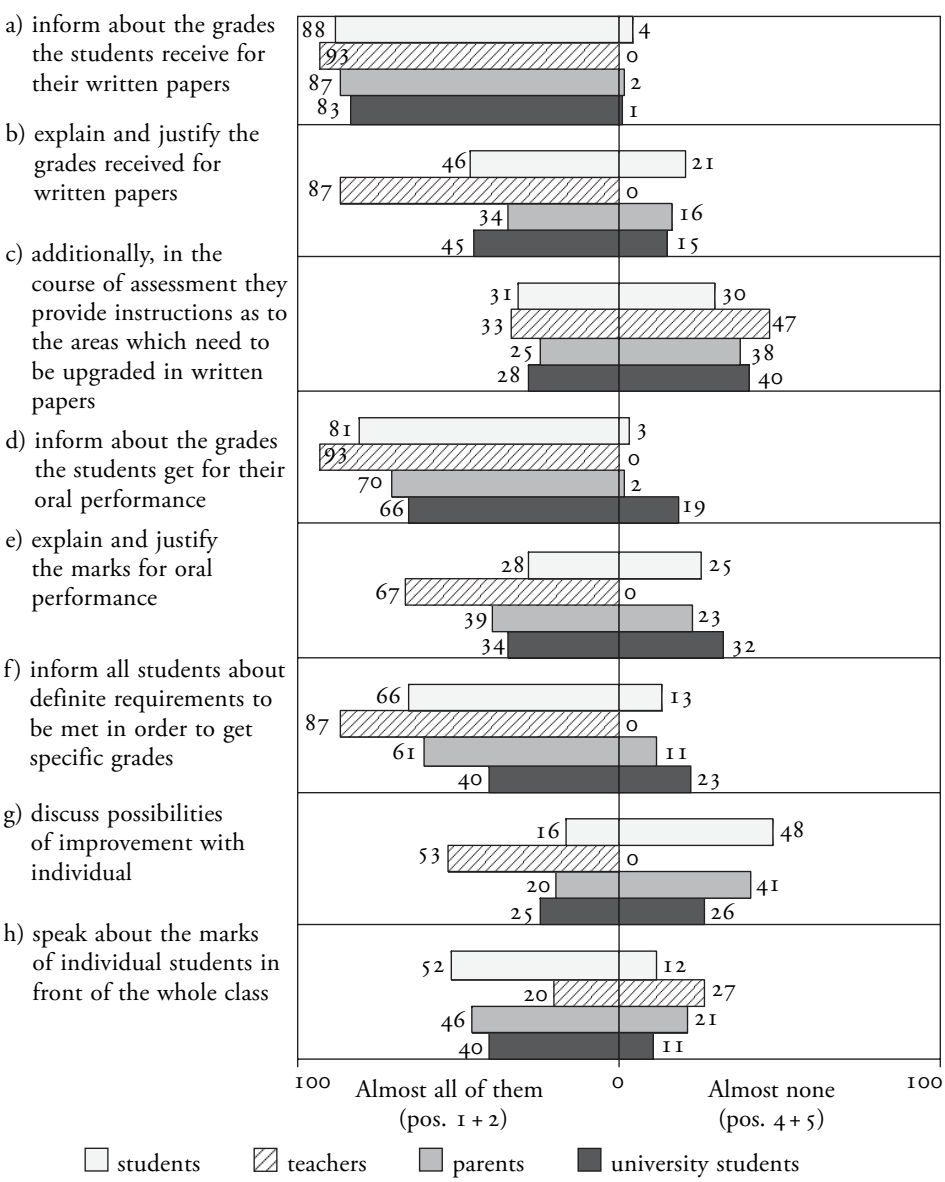



Every student is praised by the teachers for something – school gives opportunity for every student to demonstrate his/her strengths so as to be appropriately assessed. When someone fails sometimes, teachers help regain self-confidence and provide opportunities for improvements.

Teachers ostentatiously pinpoint students weaknesses – they very rarely praise and very often criticize their students. When someone cannot do something, teachers are even able to ridicule a student – just as if they wanted to show and prove that this student will not achieve anything in his/her life.


Students, university students, and parents express diversified opinions concerning the principles of school assessment. Most of them claim that at least half of their teachers have tried to explain the criteria of grades precisely, particularly in the case of written papers (Table 5; Chart 5). In the same situations the students were considerably frequently instructed how to improve on the quality of their work. Situation is much worse in the case of oral presentations, because many teachers [over 10% of the students, more than 20% of university students and a little lower percentage of the parents recognized that it concerned all teachers – category e) in Table 5; Chart 5] do not comment upon them at all, they were left without explanation and justification. The grades were mostly revealed in front of the whole group. What is of crucial importance is the fact that about 50% of the students, university students and parents think that at least half of their teachers have tried to discuss with them how to improve on their learning (category g), which undoubtedly is an important element in a constructivist approach to teaching and assessment. It is a pity, though, that it has not become a universal practice yet.

Chart 5. Principles of school assessment (in %)




While analyzing the principles of school assessment our attention may be once again drawn to the discrepancy between student and teacher perception of school reality. Teachers are definitely more often convinced that they respect the students' right to obtain reliable information concerning the assessment criteria, that they provide sufficient information on their requirements,

give additional instructions in the course of evaluation, and give their students opportunities to upgrade their marks. Summing up, they are certain that the evaluations they perform are characterised by clarity and considerably high standards, which is not ultimately confirmed by the students' opinions.

The very emergence of such diversified opinions among students and their parents which additionally are substantially different from their teachers' opinions confirms that assessment constitutes one of the most controversial elements of the learning – teaching process. It is not only another piece of evidence of the different viewpoints dependant on the position occupied by the respondents in the educational process, but also is a signal that clear, legible principles of assessment acceptable by the students, might not have been worked out yet.

## 4. ASSESSMENT DIVERSIFICATION FACTORS

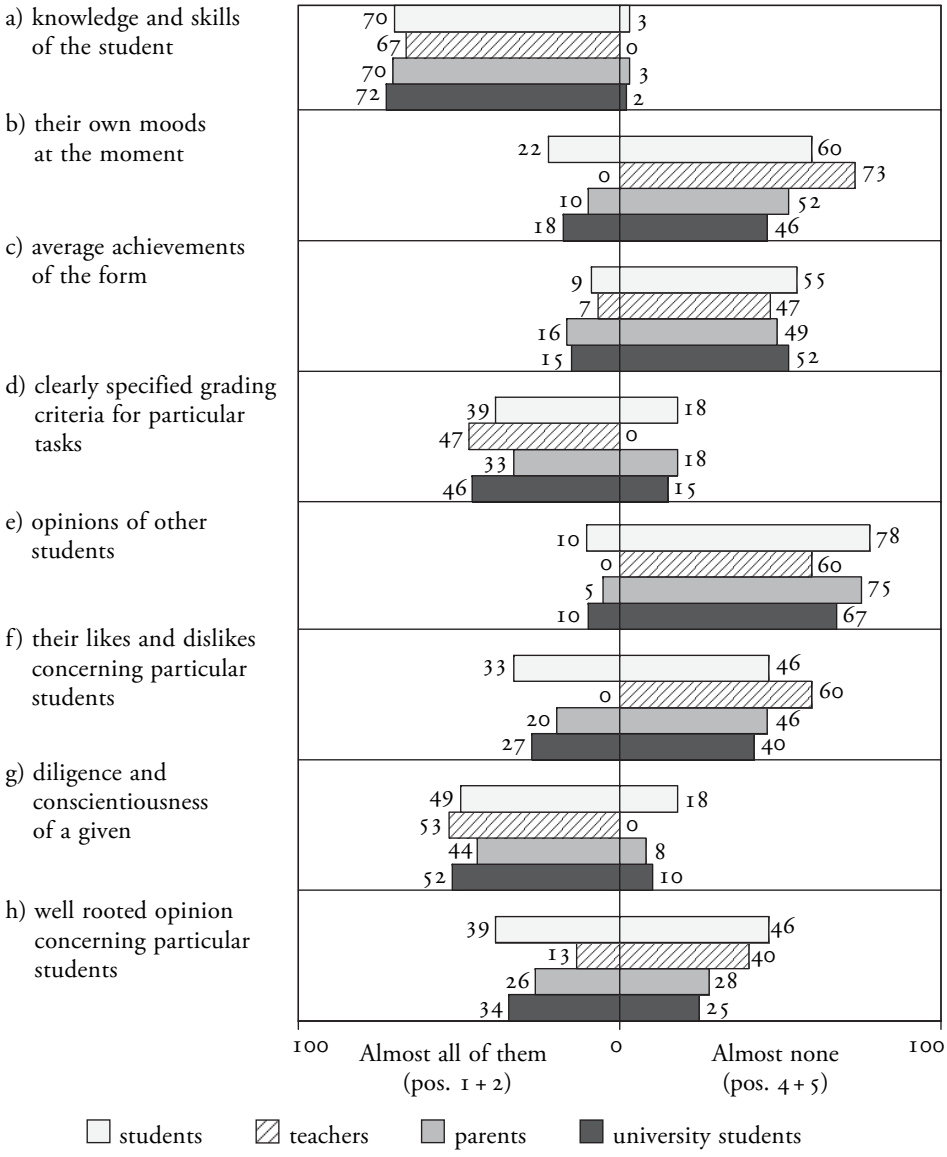
Assessment situation is especially difficult in view of the emotions inextricably associated with this process, and also due to the expectations of an impartial grade which are verbalized by almost all the students. The notion of an impartial, just grade is interpreted in different ways by the parties involved and is often combined with expectations that every evaluation must be objective. The latter demand may not always be ultimately met within the intraschool assessment, especially of a formative nature, since in everyday school life numerous (often undesirable) factors may appear which differentiate the grade. Some of them are shown on Chart 6 (and in Table 6).

These factors include the mood of the assessor which defines the quality of the situation of control and assessment, average achievement of a given class influencing the level of expectations in relation to their educational results, opinions of other students, the degree of favouring versus aversion against the assessed student, and the fossilized opinions concerning this student [Table 6; Chart 6, categories b), c), e), f), h) respectively].

The studies have shown that according to the students, university students and parents, such undesirable assessment criteria have been used in many cases even by 50% of teachers. The latter are convinced that such criteria are applicable to a considerably smaller group amongst them.

Chart 6. Principles of school assessment (in %)

While performing assessment teachers are prompted by:




Almost all teachers have been classified by more than half of the young people subject to survey as those who in their assessment were mostly guided by the knowledge and skills of their students. Numerous opinions suggested that the diligence and conscientiousness of a student were also taken into account by a number of teachers. Not even 1/5 of the students stat-

ed that the majority of teachers used clearly specified criteria of assessment. This means that in very many instances, the students feel insufficiently informed and they are not familiar with assessment criteria. Such results indicate that quite many teachers face serious difficulties in establishing precise, clear assessment criteria. The teachers in turn presumably feel an urge to evaluate students' progress in the course of the whole learning process, not just its final outcome, but in order to do that they use inadequate evaluation techniques, or unintentionally (or, which is worse, intentionally), use some non-substantial assessment criteria.

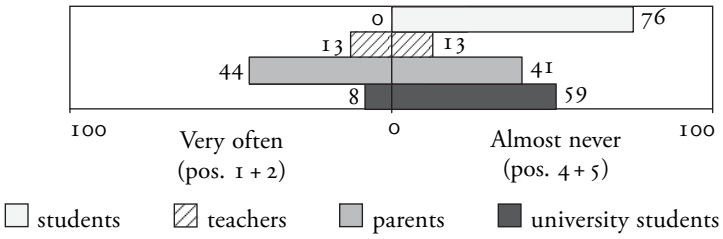
## 5. STUDENTS' PARTICIPATION IN THE ASSESSMENT PROCESS

One of the crucial constructivist assessment indicators is the implementation of students themselves into that process and a deliberate resignation of the teacher from his/her key role in this respect. The involvement of the students in the intraschool assessment processes makes them become co-responsible for the whole educational process, they learn how to cooperate, become aware of their strengths and weaknesses without the need to take a relativistic view to the grades due to non-substantial criteria, e.g. associated with the personality of a teacher.

Unfortunately, this practice is not observed in the schools subject to diagnosis (cf. Table 7; Chart 7).

Chart 7. Frequency of participation of the students in the assessment process (in %)

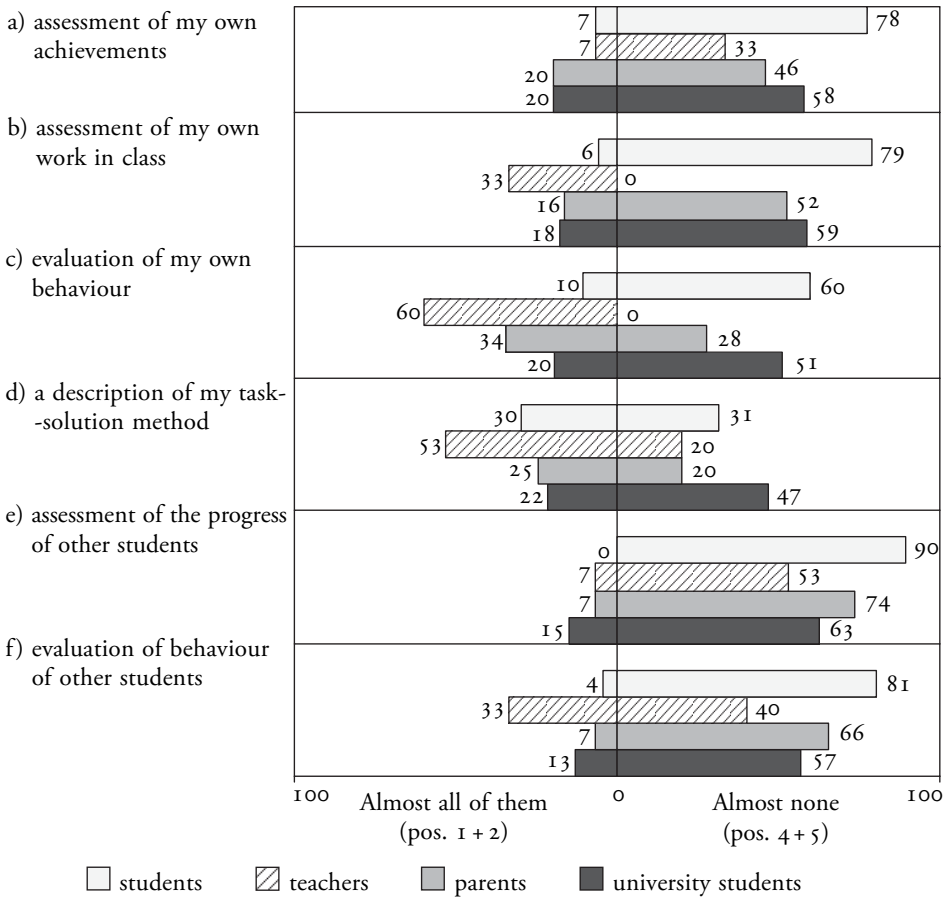
How often do the students have a chance to perform assessment together with their teachers?




The students are convinced that they have almost no opportunities of participation in the assessment process. Almost 70% of them think that in principle there is no such opportunity at all. The remaining education subjects (especially teachers) are less radical in their opinions, but even their responses indicate that the idea of the students participating in the assessment process is implemented very seldom.

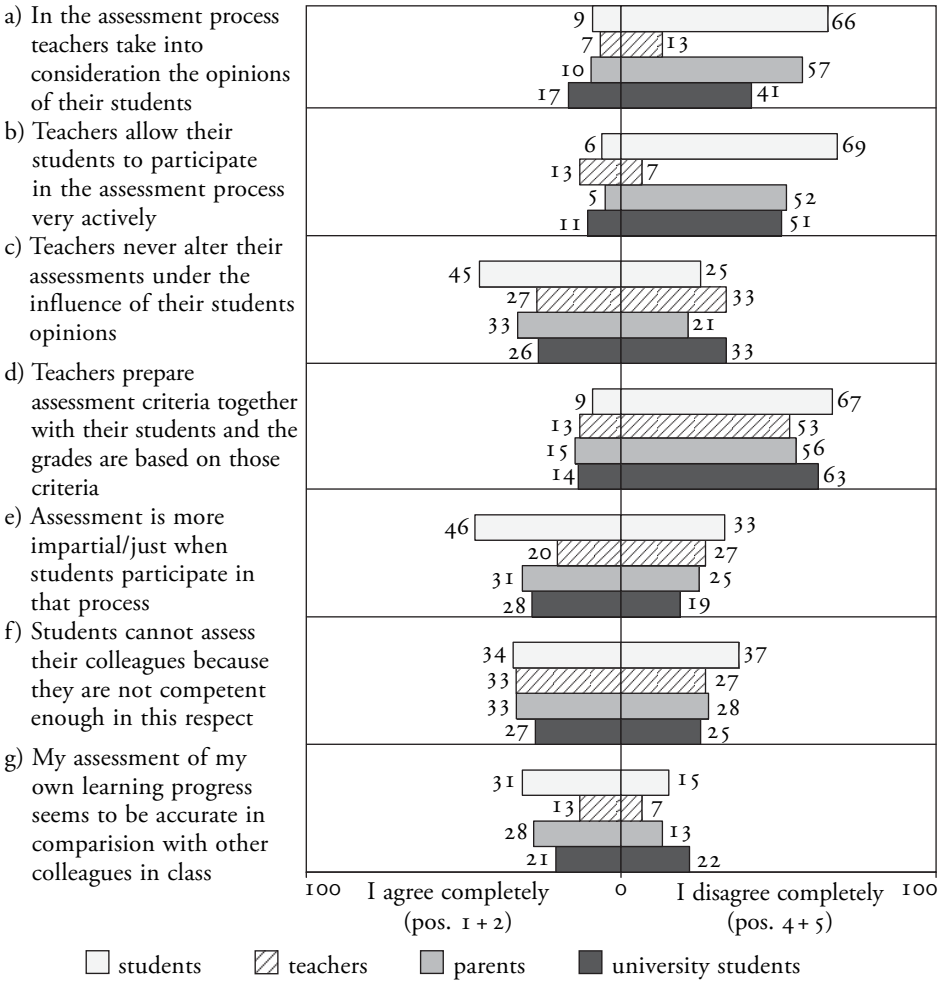
Taking into account the detailed criteria of such participation (Table 8; Chart 8), i.e. involving the students in the process of evaluating their own learning progress, their own classroom work, their own behaviour, or the description of the methods of arriving at a goal while solving tasks and problems, we may conclude that according to the students the vast majority of teachers do let their students contribute to self-assessment. They do it even more rarely in situations which require students' involvement in the assessment of progress and behaviour of other students. Such phenomena are noted down less frequently by the university students, and first of all to a lesser extent by the teachers and parents. The adults, especially teachers, are prone to believe that every third teacher, and in some cases every other teacher lets their students participate in the assessment process.

Chart 8. The form of students' participation in the assessment process (in %)



What is interesting, in numerous cases the students themselves are convinced that they simply lack competence indispensable for performing self-assessment and peer assessment [categories f) and g) in Table 9; Chart 9], and the teachers do not prepare them for this process by means of e.g. common development of assessment criteria and their subsequent observance [category d) in Table 9; Chart 9]. The opinions of university students, teachers, and parents also indicate that both the assessed and the assessors are in most cases unprepared for increasing the participation of the students into the assessment process. At the same time, it seems that both parties of the educational process are not ready for that, neither in terms of awareness nor in terms of instruments, i.e. in the domain of practical organisation of co-assessment performed by the students.

Chart 9. Students' participation in the assessment process (in %)



To a certain degree of certainty, one may risk a statement that so far the educational practice has not prepared the students for participation in the assessment process. Their teachers are not ready for it either, since so far, they have appealed to the opinions of their students only sporadically, and they have preferred to treat assessment as one of the exclusive privileges of teachers.

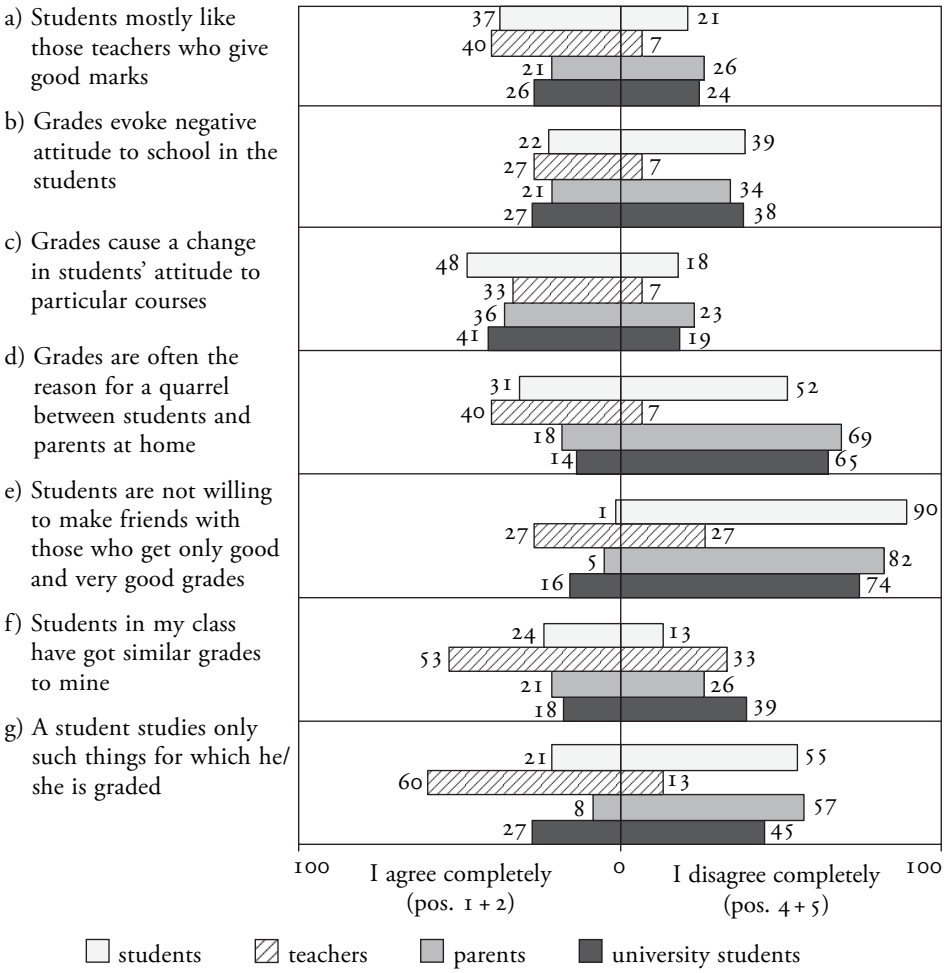
## 6. THE INFLUENCE OF SCHOOL ASSESSMENT ON THE FUNCTIONING OF STUDENTS

While considering the role of assessment in the functioning of the students (Table 10; Chart 10), we may notice that the teachers who gave better grades were more liked by the respondents, and the grades had an impact on the overall attitude towards school and individual subjects. Much more seldom however, the grade became the objects of controversies with parents, and separating the good and very good students within a class group. What is of special importance, over 40% of the surveyed students and university students disagree with the assumption that they learn only those things which are subject to evaluation [category g) Table 10; Chart 10].

The teachers though are much more grounded in their opinions concerning the influence of school grades on the student's attitude to school, on the quality interpersonal relations in class, relations with parents or students' motivation to study.

This means that even though students themselves perceive school assessment as an important instrument motivating to further involvement in learning it is not the only instrument. Consequently we may suppose that many teachers (and parents) overestimate school grades as motivational elements in the didactic process, which in many school situations may be supplemented, or even replaced by increasing the cognitive interest of the student, aided by the idea of applicability and clarity of the aims of learning – teaching effected by means of activating classroom tasks.

Chart 10. The influence of school assessment on the functioning of students (in %)




In numerous situations the grade, especially when it is a traditional mark ["in Poland it has a form of a number from 1 to 6"] (as opposed to the descriptive qualitative evaluations) does not bring any actual information on the student's progress at school, and its motivational role is only of a very superficial nature, which would be confirmed by the responses of the surveyed students and university students in open-ended questions (questions 11 and 12 of the questionnaire). Among various responses, one can also find the following:

> When I got a bad mark, I tried not to worry;
> I was angry with myself; I felt disappointed; I had no motivation for further study;
> I was afraid that I would not pass and would not make it up;

> I was depressed and humiliated, the criticism hurt me very much, my parents were also very cross with me – it did not motivate me to work further;
>
> Sometimes a bad mark had to be corrected, at other times when it did not have any influence on the final result, the mark stayed unchanged – especially when the grade was not a true reflection of a deficiency in my skills;
>
> When I get a bad mark I am a little disappointed – sometimes I complain that evaluation does not follow any clear-cut criteria and is subjective, which makes it unjust;
>
> When I get a bad mark, I am sad and disappointed. It is the worst when I am aware that I know everything, but because of the stress, I could not make use of that knowledge. Then I come to the conclusion that studying of this subject is pointless and I will always get a 2 [equivalent to D], or a 3 [equivalent to C];
>
> When I get a bad mark I am angry with myself and with my teachers, I fight with my parents at home and then I get punished. And the teachers simply do not care what grades the students get.

This means that even if in many cases the bad mark was mobilizing to further improvement; it was often a source of destructive feelings, discouraging from taking up any action and downgrading to the self-esteem of the student. Good marks as a rule were associated by the students and university students with positive emotions:

> I was proud of myself; I was glad; I called my friends to tell them about it; I was joyous; It is a pleasant feeling; A good mark motivates me to work further in class, to be active and to participate in contests and extracurricular activities,

sometimes a side effect was an increased interest in a given subject, but it also happened that the students "felt relief that it was over". Some responses in the survey are very telling:

> school marks are just some digits for the use of school and parents; one 5 [equivalent to A] is not the same as another 5, so sometimes even the joy may seem to be false.

In their opinions concerning the behaviour of students after a bad or a good mark, teachers and parents were surprisingly unanimous, especially when stating that a bad mark, after initially negative emotions, later evokes a desire to improve and new mobilization. Only very few of them noticed the demotivating effect of negative school grades, which was considerably often mentioned by the students and university students.

Is the traditional mark, functioning as the dominant or even the sole effect of the control of teaching – learning results sufficient? It seems that the changes which have been gradually introduced over the past 10 years in Poland, e.g. the descriptive evaluation at the elementary level of primary school, can improve the so-far critical opinions of the students.

## 7. PROS AND CONS OF SCHOOL ASSESSMENT

School experience related to assessment situations evokes ambivalent feelings in the respondents, as quite a number of them could not classify them as unambiguously positive or negative. All the parties to the didactic process, i.e. students, university students, teachers and parents are fully aware of this fact. Until evaluation is performed in a relatively conflict-free way and insofar as it concerns high educational achievements of the students it is treated as a natural necessity and an indispensable element of school life. However, in the case of poor educational results, in the minds of all interested parties there appear numerous controversies, negative emotions and comments on lack of objectivity and impartiality of the teachers. Everybody unanimously underlines that due to the fact that the assessment process is burdened with so many diversified emotions, evaluation of the very assessment is extremely difficult, and the opinions of all the involved parties are incredibly attentive.

All students, university students, as well as parents and teachers are mostly only partially satisfied with the assessment process, in which they participate on various terms (cf. Table 11; Chart 11). Teachers, however, express more positive opinions in this respect than the remaining respondents, since every fifth of them is very much satisfied with the way students are assessed at school, and there are no individuals decidedly unsatisfied with the present state of affairs among teachers. Concurrently, in the eyes of the students, parents and university students the problem is bigger, because more than one half of the respondents only partially agreed with the obtained grades (Table 12; Chart 12).

Chart 11. Satisfaction with the assessment methods used by the teachers (in %)

To what extent are you satisfied with the way the teachers assess the achievements of students at school?

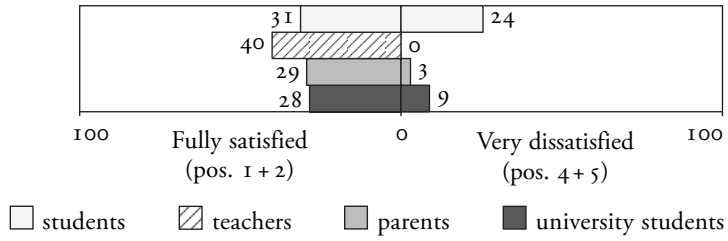
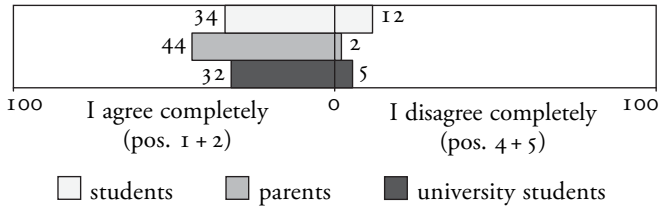


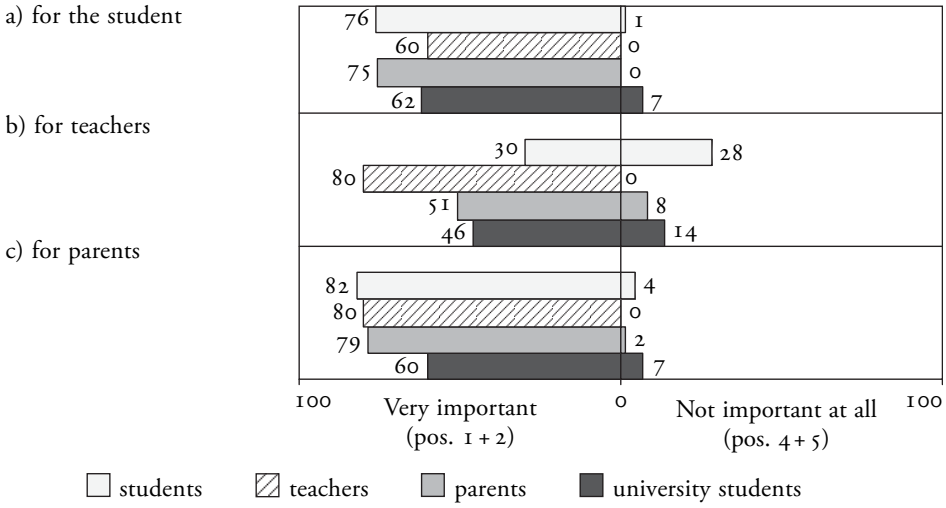
Chart 12. Compliance of grades with students' feelings (in %)

To what extent do you agree with the grades?




Everybody agreed that school grades are important for students themselves, their parents and teachers, though with respect to the latter, the remaining respondents expressed less certain opinions (Table 13; Chart 13).

Chart 13. Importance of school grades to particular subjects of education process (in %)




The respondents seem to be fully aware of the inevitability of assessment, while expressing a considerably critical opinion concerning its actual state; however, in many situations they perceive the existing problem as deeply rooted, thus mostly non-resolvable.

## BETWEEN A THEORY AND THE ASSESSMENT PRACTICE OBSERVED SO FAR. FINAL REMARKS

The survey results quoted above allows formulating several principal conclusions. The intraschool assessment practice observed so far (external assessment has just been introduced) is encumbered with many errors and discrep-

ancies and gives rise to a number of controversies. Studies have indicated that assessment is performed mostly based on behavioural paradigm. Constructivist approach evident on many plains of assessment process has not gained a universal character, and some of its indicators have not been observed in educational practice at all.

Coming back to the starting point of our theoretical considerations and looking at the detailed indicators of the new approach to assessment process we may state that:

- In the opinions of respondents the object of assessment is not rather the application of knowledge and making use of it in Real life situations, and surprisingly frequently the teachers are focused on factographic knowledge which is required to be memorized;
- Assessment is rather not integrated with the overall process of learning and teaching. Its isolation and separation from the operation of transmission and acquisition of knowledge. The assessment activity and the role of marks themselves is very often overestimated in the process of motivating the student to further learning;
- Neither holistic assessment nor periodic assessment are used, and summative assessment and continuous assessment (e.g. in the form of a portfolio) are absent; such practices have only recently got the chance of being used in Polish schools;
- Assessment criteria are revealed, however, it does not equally concern oral performance and written papers; such criteria are not subject to consultations with the students themselves;
- School grades are only partially of multidimensional nature, too rarely do they incorporate not only knowledge, but also capacities, thinking and affects;
- Group assessment enabling cooperation skills in students is not used; students are generally not admitted to participate in the assessment process in any dimension.

It is worth noting down here that the very teachers do not notice the inefficiencies of the assessment process as much as their students do, for instance. On one hand it seems to be natural, because they are the main authors of assessment and they are not willing to undertake any far-reaching self-criticism, but on the other it proves that it is the teachers who are mostly attached to the traditional assessment model and do not see the need to verify the educational practice they have been using so far.

Naturally, all the above arguments do not change the fact that individually there are numerous positive educational experiences associated with assessment. The arguments constitute evidence that it is necessary to work

further on improvements of school assessment system, incorporating many aspects of the problem, also those which, perhaps, have not been encompassed in the present study.

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Table 1. Is school assessment helpful to you?

| Respondents | Data in % | | | Mean value | Standard deviation |
|---|---|---|---|---|---|
| | Helpful | Not helpful | No data | | |
| Students | 82,09 | 17,91 | 0,00 | 1,18 | 0,39 |
| Teachers | 93,33 | 6,67 | 0,00 | 1,07 | 0,26 |
| Parents | 91,80 | 6,56 | 1,64 | 1,07 | 0,25 |
| University students | 80,39 | 16,67 | 2,94 | 1,17 | 0,38 |

Table 2. Functions of school assessment

| Category | Respondents | Data in % | | | | | | Average value | Standard deviation |
|---|---|---|---|---|---|---|---|---|---|
| | | I agree completely | ... | I agree partially | ... | I disagree completely | No data | | |
| a) grades motivate to learn | Students | 53,73 | 11,94 | 28,36 | 2,99 | 2,99 | 0,00 | 1,90 | 1,10 |
| | Teachers | 40,00 | 20,00 | 40,00 | 0,00 | 0,00 | 0,00 | 2,00 | 0,93 |
| | Parents | 55,74 | 11,48 | 27,87 | 3,28 | 0,00 | 1,64 | 1,78 | 0,98 |
| | University students | 44,12 | 11,76 | 41,18 | 0,98 | 1,96 | 0,00 | 2,05 | 1,04 |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| b) grades are significant for future school achievements | Students | 52,24 | 16,42 | 28,36 | 2,99 | 0,00 | 0,00 | 1,82 | 0,95 |
| | Teachers | 20,00 | 40,00 | 26,67 | 0,00 | 13,33 | 0,00 | 2,47 | 1,25 |
| | Parents | 49,18 | 16,39 | 29,51 | 1,64 | 1,64 | 1,64 | 1,88 | 1,01 |
| | University students | 31,37 | 15,69 | 41,18 | 0,00 | 7,84 | 3,92 | 2,35 | 1,18 |
| c) grades are significant for professional career | Students | 37,31 | 14,93 | 28,36 | 7,46 | 11,94 | 0,00 | 2,42 | 1,37 |
| | Teachers | 0,00 | 13,33 | 73,33 | 6,67 | 6,67 | 0,00 | 3,07 | 0,70 |
| | Parents | 37,70 | 6,56 | 36,07 | 6,56 | 11,48 | 1,64 | 2,47 | 1,37 |
| | University students | 21,57 | 8,82 | 41,18 | 10,78 | 17,65 | 0,00 | 2,94 | 1,33 |
| d) grades cause pigeonholing of students | Students | 31,34 | 20,90 | 34,33 | 5,97 | 5,97 | 1,49 | 2,33 | 1,17 |
| | Teachers | 20,00 | 0,00 | 46,67 | 6,67 | 26,67 | 0,00 | 3,20 | 1,42 |
| | Parents | 32,79 | 9,84 | 40,98 | 4,92 | 9,84 | 1,64 | 2,48 | 1,28 |
| | University students | 27,45 | 9,80 | 39,22 | 4,90 | 15,69 | 2,94 | 2,71 | 1,36 |
| e) grades inform about the status and level of knowledge | Students | 32,84 | 16,42 | 25,37 | 13,43 | 10,45 | 1,49 | 2,52 | 1,36 |
| | Teachers | 40,00 | 20,00 | 26,67 | 6,67 | 0,00 | 6,67 | 2,00 | 1,04 |
| | Parents | 22,95 | 16,39 | 49,18 | 4,92 | 3,28 | 3,28 | 2,47 | 1,02 |
| | University students | 27,45 | 10,78 | 50,98 | 3,92 | 5,88 | 0,98 | 2,50 | 1,12 |
| f) grades are unjust for the student | Students | 19,40 | 13,43 | 40,30 | 14,93 | 8,96 | 2,99 | 2,80 | 1,20 |
| | Teachers | 6,67 | 6,67 | 26,67 | 20,00 | 40,00 | 0,00 | 3,80 | 1,26 |
| | Parents | 3,28 | 6,56 | 67,21 | 13,11 | 8,20 | 1,64 | 3,17 | 0,81 |
| | University students | 11,76 | 10,78 | 55,88 | 13,73 | 7,84 | 0,00 | 2,95 | 1,02 |
| g) grades cause stress in students | Students | 19,40 | 14,93 | 37,31 | 14,93 | 13,43 | 0,00 | 2,88 | 1,27 |
| | Teachers | 13,33 | 13,33 | 53,33 | 0,00 | 20,00 | 0,00 | 3,00 | 1,25 |
| | Parents | 21,31 | 6,56 | 37,70 | 9,84 | 22,95 | 1,64 | 3,07 | 1,41 |
| | University students | 13,73 | 15,69 | 38,24 | 10,78 | 17,65 | 3,92 | 3,03 | 1,26 |

Table 2. Functions of school assessment

| Category | Respondents | Data in % | | | | | | Average value | Standard deviation |
|---|---|---|---|---|---|---|---|---|---|
| | | I agree completely | ... | I agree partially | ... | I disagree completely | No data | | |
| h) grades constitute some grounds for improvement | Students | 44,78 | 20,90 | 20,90 | 10,45 | 2,99 | 0,00 | 2,06 | 1,17 |
| | Teachers | 46,67 | 13,33 | 33,33 | 6,67 | 0,00 | 0,00 | 2,00 | 1,07 |
| | Parents | 49,18 | 14,75 | 24,59 | 9,84 | 0,00 | 1,64 | 1,95 | 1,08 |
| | University students | 31,37 | 20,59 | 30,39 | 4,90 | 9,80 | 2,94 | 2,39 | 1,27 |
| i) grades reflect skills/ capacities | Students | 8,96 | 16,42 | 35,82 | 11,94 | 26,87 | 0,00 | 3,31 | 1,28 |
| | Teachers | 13,33 | 6,67 | 60,00 | 13,33 | 6,67 | 0,00 | 2,93 | 1,03 |
| | Parents | 9,84 | 9,84 | 40,98 | 13,11 | 22,95 | 3,28 | 3,31 | 1,24 |
| | University students | 11,76 | 5,88 | 40,20 | 14,71 | 24,51 | 2,94 | 3,35 | 1,26 |
| j) grades enhance of competitiveness/jealousy in class | Students | 29,85 | 11,94 | 25,37 | 7,46 | 25,37 | 0,00 | 2,87 | 1,56 |
| | Teachers | 26,67 | 0,00 | 66,67 | 6,67 | 0,00 | 0,00 | 2,53 | 0,99 |
| | Parents | 19,67 | 9,84 | 45,90 | 9,84 | 9,84 | 4,92 | 2,79 | 1,20 |
| | University students | 28,43 | 11,76 | 30,39 | 7,84 | 20,59 | 0,98 | 2,80 | 1,47 |
| k) student is informed what he/she is graded for | Students | 26,87 | 25,37 | 32,84 | 13,43 | 1,49 | 0,00 | 2,37 | 1,07 |
| | Teachers | 33,33 | 40,00 | 26,67 | 0,00 | 0,00 | 0,00 | 1,93 | 0,80 |
| | Parents | 19,67 | 21,31 | 45,90 | 4,92 | 3,28 | 4,92 | 2,48 | 1,00 |
| | University students | 21,57 | 10,78 | 43,14 | 7,84 | 10,78 | 5,88 | 2,74 | 1,23 |
| l) grades discipline the students | Students | 8,96 | 14,93 | 38,81 | 13,43 | 23,88 | 0,00 | 3,28 | 1,24 |
| | Teachers | 20,00 | 13,33 | 46,67 | 13,33 | 6,67 | 0,00 | 2,73 | 1,16 |
| | Parents | 24,59 | 11,48 | 49,18 | 6,56 | 6,56 | 1,64 | 2,58 | 1,14 |
| | University students | 21,57 | 9,80 | 40,20 | 8,82 | 18,63 | 0,98 | 2,93 | 1,35 |

Table 3. Object of assessment at school

| Category | Respondents | Data in % | | | | | | Average value | Standard deviation |
|---|---|---|---|---|---|---|---|---|---|
| | | First of all | ... | Often | ... | Never | No data | | |
| a) knowledge and skills | Students | 52,24 | 16,42 | 23,88 | 4,48 | 2,99 | 0,00 | 1,90 | 1,10 |
| | Teachers | 86,67 | 6,67 | 6,67 | 0,00 | 0,00 | 0,00 | 1,20 | 0,56 |
| | Parents | 60,66 | 13,11 | 24,59 | 1,64 | 0,00 | 0,00 | 1,67 | 0,91 |
| | University students | 58,82 | 8,82 | 26,47 | 0,00 | 1,96 | 3,92 | 1,72 | 1,00 |
| b) homework | Students | 5,97 | 7,46 | 70,15 | 14,93 | 1,49 | 0,00 | 2,99 | 0,73 |
| | Teachers | 13,33 | 0,00 | 60,00 | 26,67 | 0,00 | 0,00 | 3,00 | 0,93 |
| | Parents | 14,75 | 4,92 | 63,93 | 16,39 | 0,00 | 0,00 | 2,82 | 0,89 |
| | University students | 8,82 | 8,82 | 67,65 | 12,75 | 1,96 | 0,00 | 2,90 | 0,80 |
| c) lesson preparation (e.g. work at home, repetitions) | Students | 11,94 | 17,91 | 37,31 | 22,39 | 7,46 | 2,99 | 2,95 | 1,11 |
| | Teachers | 13,33 | 6,67 | 60,00 | 6,67 | 0,00 | 13,33 | 2,69 | 0,85 |
| | Parents | 26,23 | 8,20 | 44,26 | 16,39 | 1,64 | 3,28 | 2,58 | 1,12 |
| | University students | 18,63 | 8,82 | 53,92 | 11,76 | 5,88 | 0,98 | 2,77 | 1,08 |
| d) note taking (notebooks, exercise books and other written materials) | Students | 1,49 | 1,49 | 5,97 | 62,69 | 26,87 | 1,49 | 4,14 | 0,72 |
| | Teachers | 6,67 | 0,00 | 33,33 | 46,67 | 6,67 | 6,67 | 3,50 | 0,94 |
| | Parents | 6,56 | 1,64 | 22,95 | 47,54 | 21,31 | 0,00 | 3,75 | 1,03 |
| | University students | 1,96 | 3,92 | 29,41 | 26,47 | 38,24 | 0,00 | 3,95 | 1,01 |
| e) activity in class | Students | 8,96 | 23,88 | 56,72 | 8,96 | 0,00 | 1,49 | 2,67 | 0,77 |
| | Teachers | 26,67 | 13,33 | 46,67 | 6,67 | 0,00 | 6,67 | 2,36 | 1,01 |
| | Parents | 21,31 | 13,11 | 39,34 | 21,31 | 1,64 | 3,28 | 2,68 | 1,11 |
| | University students | 18,63 | 12,75 | 50,98 | 10,78 | 6,86 | 0,00 | 2,75 | 1,10 |

Table 3. Object of assessment at school

| Category | Respondents | Data in % | | | | | | Average value | Standard deviation |
|---|---|---|---|---|---|---|---|---|---|
| | | First of all | ... | Often | ... | Never | No data | | |
| f) oral performance | Students | 20,90 | 25,37 | 44,78 | 8,96 | 0,00 | 0,00 | 2,42 | 0,92 |
| | Teachers | 20,00 | 20,00 | 46,67 | 6,67 | 0,00 | 6,67 | 2,43 | 0,94 |
| | Parents | 21,31 | 22,95 | 44,26 | 8,20 | 0,00 | 3,28 | 2,41 | 0,93 |
| | University students | 39,22 | 3,92 | 50,98 | 4,90 | 0,98 | 0,00 | 2,25 | 1,07 |
| g) written papers | Students | 23,88 | 23,88 | 47,76 | 4,48 | 0,00 | 0,00 | 2,33 | 0,89 |
| | Teachers | 40,00 | 33,33 | 20,00 | 0,00 | 6,67 | 0,00 | 2,00 | 1,13 |
| | Parents | 27,87 | 16,39 | 45,90 | 6,56 | 0,00 | 3,28 | 2,32 | 0,97 |
| | University students | 34,31 | 7,84 | 40,20 | 8,82 | 0,98 | 7,84 | 2,29 | 1,10 |
| h) discipline in class | Students | 7,46 | 8,96 | 7,46 | 35,82 | 40,30 | 0,00 | 3,93 | 1,23 |
| | Teachers | 6,67 | 0,00 | 13,33 | 13,33 | 40,00 | 26,67 | 4,09 | 1,30 |
| | Parents | 8,20 | 4,92 | 27,87 | 34,43 | 24,59 | 0,00 | 3,62 | 1,16 |
| | University students | 6,86 | 5,88 | 15,69 | 18,63 | 50,98 | 1,96 | 4,03 | 1,25 |
| i) resourcefulness | Students | 1,49 | 10,45 | 16,42 | 38,81 | 29,85 | 2,99 | 3,88 | 1,02 |
| | Teachers | 26,67 | 13,33 | 46,67 | 0,00 | 6,67 | 6,67 | 2,43 | 1,16 |
| | Parents | 8,20 | 4,92 | 31,15 | 31,15 | 24,59 | 0,00 | 3,59 | 1,16 |
| | University students | 7,84 | 5,88 | 35,29 | 19,61 | 31,37 | 0,00 | 3,61 | 1,21 |
| j) learning progress | Students | 11,94 | 4,48 | 20,90 | 29,85 | 32,84 | 0,00 | 3,67 | 1,31 |
| | Teachers | 13,33 | 13,33 | 66,67 | 0,00 | 0,00 | 6,67 | 2,57 | 0,76 |
| | Parents | 16,39 | 8,20 | 34,43 | 26,23 | 13,11 | 1,64 | 3,12 | 1,25 |
| | University students | 15,69 | 10,78 | 28,43 | 15,69 | 26,47 | 2,94 | 3,27 | 1,40 |
| k) practical application of knowledge | Students | 13,43 | 13,43 | 25,37 | 34,33 | 13,43 | 0,00 | 3,21 | 1,24 |
| | Teachers | 53,33 | 26,67 | 13,33 | 6,67 | 0,00 | 0,00 | 1,73 | 0,96 |
| | Parents | 8,20 | 3,28 | 34,43 | 37,70 | 13,11 | 3,28 | 3,46 | 1,06 |
| | University students | 21,57 | 8,82 | 31,37 | 17,65 | 19,61 | 0,98 | 3,05 | 1,40 |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| l) effects of peer or group cooperation | Students | 2,99 | 5,97 | 34,33 | 49,25 | 7,46 | 0,00 | 3,52 | 0,84 |
| | Teachers | 0,00 | 13,33 | 53,33 | 26,67 | 6,67 | 0,00 | 3,27 | 0,80 |
| | Parents | 4,92 | 0,00 | 36,07 | 42,62 | 14,75 | 1,64 | 3,63 | 0,92 |
| | University students | 3,92 | 7,84 | 44,12 | 19,61 | 24,51 | 0,00 | 3,53 | 1,07 |
| m) methods of solving difficult tasks | Students | 2,99 | 8,96 | 32,84 | 35,82 | 19,40 | 0,00 | 3,60 | 1,00 |
| | Teachers | 6,67 | 40,00 | 40,00 | 13,33 | 0,00 | 0,00 | 2,60 | 0,83 |
| | Parents | 4,92 | 9,84 | 31,15 | 32,79 | 19,67 | 1,64 | 3,53 | 1,08 |
| | University students | 6,86 | 5,88 | 26,47 | 24,51 | 35,29 | 0,98 | 3,76 | 1,20 |
| n) means of cooperation with other students while task solving | Students | 1,49 | 7,46 | 11,94 | 40,30 | 37,31 | 1,49 | 4,06 | 0,97 |
| | Teachers | 6,67 | 0,00 | 46,67 | 33,33 | 6,67 | 6,67 | 3,36 | 0,93 |
| | Parents | 3,28 | 3,28 | 29,51 | 36,07 | 24,59 | 3,28 | 3,78 | 0,98 |
| | University students | 2,94 | 3,92 | 28,43 | 20,59 | 41,18 | 2,94 | 3,96 | 1,08 |
| o) rote learning | Students | 7,46 | 10,45 | 35,82 | 34,33 | 11,94 | 0,00 | 3,33 | 1,06 |
| | Teachers | 6,67 | 6,67 | 26,67 | 53,33 | 0,00 | 6,67 | 3,36 | 0,93 |
| | Parents | 21,31 | 8,20 | 39,34 | 24,59 | 4,92 | 1,64 | 2,83 | 1,18 |
| | University students | 26,47 | 4,90 | 31,37 | 18,63 | 15,69 | 2,94 | 2,92 | 1,41 |
| p) effort involved in task-solving process | Students | 4,48 | 5,97 | 22,39 | 41,79 | 25,37 | 0,00 | 3,78 | 1,04 |
| | Teachers | 26,67 | 6,67 | 53,33 | 13,33 | 0,00 | 0,00 | 2,53 | 1,06 |
| | Parents | 11,48 | 8,20 | 34,43 | 26,23 | 19,67 | 0,00 | 3,34 | 1,22 |
| | University students | 7,84 | 4,90 | 25,49 | 29,41 | 26,47 | 5,88 | 3,66 | 1,19 |
| q) independence in task-solving | Students | 8,96 | 10,45 | 25,37 | 44,78 | 7,46 | 2,99 | 3,32 | 1,08 |
| | Teachers | 40,00 | 13,33 | 40,00 | 0,00 | 0,00 | 6,67 | 2,00 | 0,96 |
| | Parents | 18,03 | 6,56 | 40,98 | 27,87 | 4,92 | 1,64 | 2,95 | 1,14 |
| | University students | 16,67 | 4,90 | 35,29 | 19,61 | 16,67 | 6,86 | 3,16 | 1,30 |
| r) extracurricular activity | Students | 0,00 | 10,45 | 23,88 | 43,28 | 22,39 | 0,00 | 3,78 | 0,92 |
| | Teachers | 0,00 | 6,67 | 46,67 | 26,67 | 20,00 | 0,00 | 3,60 | 0,91 |
| | Parents | 6,56 | 1,64 | 16,39 | 31,15 | 42,62 | 1,64 | 4,03 | 1,13 |
| | University students | 0,99 | 1,98 | 32,67 | 25,74 | 38,61 | 0,00 | 3,99 | 0,94 |

Table 4. Evaluation of school within the context of assessment methods it applies

Which of the two statements below in your opinion describes school reality most accurately?
A. Every student is praised by the teachers for something – school gives opportunity for every student to demonstrate his/her strengths so as to be appropriately assessed. When someone fails sometimes, teachers help regain self-confidence and provide opportunities for improvements.
B. Teachers ostentatiously pinpoint students' weaknesses – they very rarely praise and very often criticize their students. When someone cannot do something, teachers are even able to ridicule a student – just as if they wanted to show and prove that this student will not achieve anything in his/her life.

| Respondents | Data in % | | | | | Average value | Standard deviation |
|---|---|---|---|---|---|---|---|
| | A is accurate | A is more accurate than B | B is more accurate than A | B is accurate | No data | | |
| Students | 16,42 | 40,30 | 29,85 | 13,43 | 0,00 | 2,40 | 0,92 |
| Teachers | 13,33 | 73,33 | 13,33 | 0,00 | 0,00 | 2,00 | 0,53 |
| Parents | 14,75 | 47,54 | 32,79 | 3,28 | 1,64 | 2,25 | 0,75 |
| University students | 23,53 | 36,27 | 32,35 | 7,84 | 0,00 | 2,25 | 0,91 |

Table 5. Principles of school assessment

| Teachers: | Respondents | Data in % | | | | | | Average value | Standard deviation |
|---|---|---|---|---|---|---|---|---|---|
| | | Almost all of them | ... | Half of them | ... | Almost none | No data | | |
| a) inform about the grades the students receive for their written papers | Students | 77,61 | 10,45 | 7,46 | 2,99 | 1,49 | 0,00 | 1,40 | 0,87 |
| | Teachers | 86,67 | 6,67 | 0,00 | 0,00 | 0,00 | 6,67 | 1,07 | 0,27 |
| | Parents | 77,05 | 9,84 | 9,84 | 1,64 | 0,00 | 1,64 | 1,35 | 0,73 |
| | University students | 65,69 | 17,65 | 12,75 | 0,00 | 0,98 | 2,94 | 1,48 | 0,80 |
| b) explain and justify the grades received for written papers | Students | 23,88 | 22,39 | 32,84 | 5,97 | 14,93 | 0,00 | 2,66 | 1,32 |
| | Teachers | 60,00 | 26,67 | 13,33 | 0,00 | 0,00 | 0,00 | 1,53 | 0,74 |
| | Parents | 16,39 | 18,03 | 45,90 | 8,20 | 8,20 | 3,28 | 2,73 | 1,11 |
| | University students | 32,35 | 12,75 | 40,20 | 4,90 | 9,80 | 0,00 | 2,47 | 1,26 |
| c) additionally, in the course of assessment they provide instructions as to the areas which need to be upgraded in written papers | Students | 11,94 | 19,40 | 38,81 | 7,46 | 22,39 | 0,00 | 3,09 | 1,29 |
| | Teachers | 0,00 | 33,33 | 20,00 | 40,00 | 6,67 | 0,00 | 3,20 | 1,01 |
| | Parents | 11,48 | 13,11 | 34,43 | 16,39 | 21,31 | 3,28 | 3,24 | 1,28 |
| | University students | 20,59 | 7,84 | 29,41 | 17,65 | 22,55 | 1,96 | 3,14 | 1,42 |
| d) inform about the grades the students get for their oral performance | Students | 71,64 | 8,96 | 16,42 | 1,49 | 1,49 | 0,00 | 1,52 | 0,93 |
| | Teachers | 80,00 | 13,33 | 6,67 | 0,00 | 0,00 | 0,00 | 1,27 | 0,59 |
| | Parents | 63,93 | 6,56 | 24,59 | 0,00 | 1,64 | 3,28 | 1,64 | 0,98 |
| | University students | 53,92 | 11,76 | 15,69 | 5,88 | 12,75 | 0,00 | 2,12 | 1,44 |
| e) explain and justify the marks for oral performance | Students | 19,40 | 8,96 | 44,78 | 13,43 | 11,94 | 1,49 | 2,89 | 1,23 |
| | Teachers | 53,33 | 13,33 | 33,33 | 0,00 | 0,00 | 0,00 | 1,80 | 0,94 |
| | Parents | 18,03 | 21,31 | 34,43 | 4,92 | 18,03 | 3,28 | 2,83 | 1,33 |
| | University students | 15,69 | 18,63 | 33,33 | 11,76 | 20,59 | 0,00 | 3,03 | 1,33 |

Table 5. Principles of school assessment

| Teachers: | Respondents | Data in % | | | | | | Average value | Standard deviation |
|---|---|---|---|---|---|---|---|---|---|
| | | Almost all of them | ... | Half of them | ... | Almost none | No data | | |
| f) inform all students about definite requirements to be met in order to get specific grades | Students | 44,78 | 20,90 | 19,40 | 11,94 | 1,49 | 1,49 | 2,03 | 1,14 |
| | Teachers | 80,00 | 6,67 | 13,33 | 0,00 | 0,00 | 0,00 | 1,33 | 0,72 |
| | Parents | 40,98 | 19,67 | 24,59 | 3,28 | 8,20 | 3,28 | 2,15 | 1,26 |
| | University students | 29,41 | 10,78 | 36,27 | 4,90 | 17,65 | 0,98 | 2,70 | 1,41 |
| g) discuss possibilities of improvement with individual students | Students | 11,94 | 4,48 | 34,33 | 20,90 | 26,87 | 1,49 | 3,47 | 1,28 |
| | Teachers | 40,00 | 13,33 | 46,67 | 0,00 | 0,00 | 0,00 | 2,07 | 0,96 |
| | Parents | 9,84 | 9,84 | 36,07 | 16,39 | 24,59 | 3,28 | 3,37 | 1,26 |
| | University students | 19,61 | 4,90 | 32,35 | 17,65 | 8,82 | 16,67 | 2,89 | 1,28 |
| h) speak about the marks of individual students in front of the whole class | Students | 38,81 | 13,43 | 34,33 | 8,96 | 2,99 | 1,49 | 2,23 | 1,16 |
| | Teachers | 13,33 | 6,67 | 53,33 | 13,33 | 13,33 | 0,00 | 3,07 | 1,16 |
| | Parents | 29,51 | 16,39 | 27,87 | 13,11 | 8,20 | 4,92 | 2,52 | 1,30 |
| | University students | 26,47 | 13,73 | 29,41 | 6,86 | 3,92 | 19,61 | 2,35 | 1,17 |

Table 6. Assessment diversification factors

| While performing assessment teachers are prompted by: | Respondents | Data in % | | | | | | Average value | Standard deviation |
|---|---|---|---|---|---|---|---|---|---|
| | | Almost all of them | ... | Half of them | ... | Almost none | No data | | |
| a) knowledge and skills of the student | Students | 55,22 | 14,93 | 26,87 | 1,49 | 1,49 | 0,00 | 1,79 | 0,99 |
| | Teachers | 53,33 | 13,33 | 6,67 | 0,00 | 0,00 | 26,67 | 1,36 | 0,67 |
| | Parents | 50,82 | 19,67 | 26,23 | 1,64 | 1,64 | 0,00 | 1,84 | 0,99 |
| | University students | 56,86 | 15,69 | 25,49 | 0,98 | 0,98 | 0,00 | 1,74 | 0,94 |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| b) their own moods at the moment | Students | 8,96 | 13,43 | 17,91 | 26,87 | 32,84 | 0,00 | 3,61 | 1,31 |
| | Teachers | 0,00 | 0,00 | 0,00 | 26,67 | 46,67 | 26,67 | 4,64 | 0,50 |
| | Parents | 3,28 | 6,56 | 34,43 | 19,67 | 32,79 | 3,28 | 3,75 | 1,11 |
| | University students | 5,88 | 11,76 | 35,29 | 15,69 | 30,39 | 0,98 | 3,53 | 1,21 |
| c) average achievements of the form | Students | 2,99 | 5,97 | 34,33 | 23,88 | 31,34 | 1,49 | 3,76 | 1,07 |
| | Teachers | 6,67 | 0,00 | 20,00 | 20,00 | 26,67 | 26,67 | 3,82 | 1,25 |
| | Parents | 9,84 | 6,56 | 32,79 | 22,95 | 26,23 | 1,64 | 3,50 | 1,24 |
| | University students | 7,84 | 6,86 | 31,37 | 13,73 | 38,24 | 1,96 | 3,69 | 1,28 |
| d) clearly specified grading criteria for particular tasks | Students | 17,91 | 20,90 | 43,28 | 5,97 | 11,94 | 0,00 | 2,73 | 1,19 |
| | Teachers | 40,00 | 6,67 | 26,67 | 0,00 | 0,00 | 26,67 | 1,82 | 0,98 |
| | Parents | 22,95 | 9,84 | 42,62 | 8,20 | 9,84 | 6,56 | 2,70 | 1,24 |
| | University students | 24,51 | 21,57 | 37,25 | 7,84 | 6,86 | 1,96 | 2,50 | 1,16 |
| e) opinions of other students | Students | 1,49 | 8,96 | 10,45 | 31,34 | 46,27 | 1,49 | 4,14 | 1,04 |
| | Teachers | 0,00 | 0,00 | 6,67 | 13,33 | 46,67 | 33,33 | 4,60 | 0,70 |
| | Parents | 1,64 | 3,28 | 14,75 | 26,23 | 49,18 | 4,92 | 4,24 | 0,96 |
| | University students | 4,90 | 4,90 | 21,57 | 16,67 | 51,96 | 0,00 | 4,06 | 1,18 |
| f) their likes and dislikes concerning particular students | Students | 14,93 | 17,91 | 19,40 | 19,40 | 26,87 | 1,49 | 3,26 | 1,43 |
| | Teachers | 0,00 | 0,00 | 13,33 | 6,67 | 53,33 | 26,67 | 4,55 | 0,82 |
| | Parents | 11,48 | 8,20 | 32,79 | 19,67 | 26,23 | 1,64 | 3,42 | 1,29 |
| | University students | 14,71 | 11,76 | 29,41 | 20,59 | 19,61 | 3,92 | 3,19 | 1,32 |
| g) diligence and conscientiousness of a given students | Students | 17,91 | 31,34 | 32,84 | 11,94 | 5,97 | 0,00 | 2,57 | 1,10 |
| | Teachers | 46,67 | 6,67 | 20,00 | 0,00 | 0,00 | 26,67 | 1,64 | 0,92 |
| | Parents | 24,59 | 19,67 | 44,26 | 4,92 | 3,28 | 3,28 | 2,41 | 1,04 |
| | University students | 39,22 | 14,71 | 35,29 | 5,88 | 4,90 | 0,00 | 2,23 | 1,18 |
| h) well rooted opinion concerning particular students | Students | 19,40 | 19,40 | 14,93 | 25,37 | 20,90 | 0,00 | 3,09 | 1,44 |
| | Teachers | 6,67 | 6,67 | 20,00 | 13,33 | 26,67 | 26,67 | 3,64 | 1,36 |
| | Parents | 14,75 | 11,48 | 40,98 | 13,11 | 14,75 | 4,92 | 3,02 | 1,24 |
| | University students | 19,61 | 14,71 | 37,25 | 9,80 | 14,71 | 3,92 | 2,85 | 1,30 |

Table 7. Frequency of participation of the students in the assessment process

| Question | Respondents | Data in % | | | | | | Average value | Standard deviation |
|---|---|---|---|---|---|---|---|---|---|
| | | Very often | ... | Sometimes | ... | Almost never | No data | | |
| How often do the students have a chance to perform assessment together with their teachers? | Students | 0,00 | 0,00 | 23,88 | 8,96 | 67,16 | 0,00 | 4,43 | 0,86 |
| | Teachers | 0,00 | 13,33 | 73,33 | 0,00 | 13,33 | 0,00 | 3,13 | 0,83 |
| | Parents | 9,84 | 34,43 | 11,48 | 0,00 | 40,98 | 3,28 | 3,29 | 1,55 |
| | University students | 3,92 | 3,92 | 30,39 | 11,76 | 47,06 | 2,94 | 3,97 | 1,16 |

Table 8. The form of students' participation in the assessment process

| Teachers require: | Respondents | Data in % | | | | | | Average value | Standard deviation |
|---|---|---|---|---|---|---|---|---|---|
| | | Almost all of them | ... | Half of them | ... | Almost none | No data | | |
| a) assessment of my own achievements | Students | 2,99 | 4,48 | 14,93 | 20,90 | 56,72 | 0,00 | 4,24 | 1,06 |
| | Teachers | 0,00 | 6,67 | 53,33 | 33,33 | 0,00 | 6,67 | 3,29 | 0,61 |
| | Parents | 11,48 | 8,20 | 32,79 | 9,84 | 36,07 | 1,64 | 3,52 | 1,37 |
| | University students | 11,76 | 7,84 | 21,57 | 13,73 | 44,12 | 0,98 | 3,71 | 1,41 |
| b) assessment of my own work in class | Students | 2,99 | 2,99 | 14,93 | 28,36 | 50,75 | 0,00 | 4,21 | 1,01 |
| | Teachers | 6,67 | 26,67 | 66,67 | 0,00 | 0,00 | 0,00 | 2,60 | 0,63 |
| | Parents | 8,20 | 8,20 | 29,51 | 19,67 | 32,79 | 1,64 | 3,62 | 1,26 |
| | University students | 12,75 | 4,90 | 23,53 | 15,69 | 43,14 | 0,00 | 3,72 | 1,40 |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| c) evaluation of my own behaviour | Students | 7,46 | 2,99 | 29,85 | 25,37 | 34,33 | 0,00 | 3,76 | 1,18 |
| | Teachers | 40,00 | 20,00 | 40,00 | 0,00 | 0,00 | 0,00 | 2,00 | 0,93 |
| | Parents | 22,95 | 11,48 | 36,07 | 14,75 | 13,11 | 1,64 | 2,83 | 1,32 |
| | University students | 16,67 | 2,94 | 27,45 | 15,69 | 35,29 | 1,96 | 3,51 | 1,44 |
| d) a description of my task-solution method | Students | 11,94 | 17,91 | 38,81 | 11,94 | 19,40 | 0,00 | 3,09 | 1,25 |
| | Teachers | 26,67 | 26,67 | 26,67 | 20,00 | 0,00 | 0,00 | 2,40 | 1,12 |
| | Parents | 18,03 | 6,56 | 50,82 | 4,92 | 14,75 | 4,92 | 2,91 | 1,23 |
| | University students | 12,75 | 8,82 | 30,39 | 14,71 | 32,35 | 0,98 | 3,46 | 1,37 |
| e) assessment of the progress of other students | Students | 0,00 | 0,00 | 10,45 | 26,87 | 62,69 | 0,00 | 4,52 | 0,68 |
| | Teachers | 0,00 | 6,67 | 40,00 | 33,33 | 20,00 | 0,00 | 3,67 | 0,90 |
| | Parents | 6,56 | 0,00 | 18,03 | 13,11 | 60,66 | 1,64 | 4,23 | 1,17 |
| | University students | 5,88 | 8,82 | 19,61 | 11,76 | 50,98 | 2,94 | 3,96 | 1,29 |
| f) evaluation of behaviour of other students | Students | 1,49 | 2,99 | 13,43 | 19,40 | 61,19 | 1,49 | 4,38 | 0,94 |
| | Teachers | 20,00 | 13,33 | 26,67 | 33,33 | 6,67 | 0,00 | 2,93 | 1,28 |
| | Parents | 0,00 | 6,56 | 24,59 | 21,31 | 44,26 | 3,28 | 4,07 | 1,00 |
| | University students | 7,84 | 4,90 | 23,53 | 12,75 | 44,12 | 6,86 | 3,86 | 1,30 |

Table 9. Students' participation in the assessment process

| Categories | Respondents | Data in % | | | | | | Average value | Standard deviation |
|---|---|---|---|---|---|---|---|---|---|
| | | I agree completely | ... | I agree partially | ... | I disagree completely | No data | | |
| a) In the assessment process teachers take into consideration the opinions of their students. | Students | 5,97 | 2,99 | 22,39 | 20,90 | 44,78 | 2,99 | 3,98 | 1,18 |
| | Teachers | 0,00 | 6,67 | 80,00 | 0,00 | 13,33 | 0,00 | 3,20 | 0,77 |
| | Parents | 4,92 | 4,92 | 27,87 | 24,59 | 32,79 | 4,92 | 3,79 | 1,14 |
| | University students | 11,76 | 4,90 | 42,16 | 9,80 | 31,37 | 0,00 | 3,44 | 1,30 |
| b) Teachers allow their students to participate in the assessment process very actively. | Students | 2,99 | 2,99 | 22,39 | 16,42 | 52,24 | 2,99 | 4,15 | 1,08 |
| | Teachers | 6,67 | 6,67 | 80,00 | 6,67 | 0,00 | 0,00 | 2,87 | 0,64 |
| | Parents | 3,28 | 1,64 | 37,70 | 21,31 | 31,15 | 4,92 | 3,79 | 1,04 |
| | University students | 8,82 | 1,96 | 37,25 | 14,71 | 36,27 | 0,98 | 3,68 | 1,24 |
| c) Teachers never alter their assessments under the influence of their students' opinions. | Students | 32,84 | 11,94 | 29,85 | 14,93 | 10,45 | 0,00 | 2,58 | 1,36 |
| | Teachers | 0,00 | 26,67 | 40,00 | 33,33 | 0,00 | 0,00 | 3,07 | 0,80 |
| | Parents | 22,95 | 9,84 | 40,98 | 11,48 | 9,84 | 4,92 | 2,74 | 1,25 |
| | University students | 21,57 | 4,90 | 37,25 | 18,63 | 14,71 | 2,94 | 3,00 | 1,32 |
| d) Teachers prepare assessment criteria together with their students and the grades are based on those criteria. | Students | 4,48 | 4,48 | 23,88 | 16,42 | 50,75 | 0,00 | 4,04 | 1,16 |
| | Teachers | 13,33 | 0,00 | 33,33 | 33,33 | 20,00 | 0,00 | 3,47 | 1,25 |
| | Parents | 9,84 | 4,92 | 26,23 | 13,11 | 42,62 | 3,28 | 3,76 | 1,34 |
| | University students | 8,82 | 4,90 | 21,57 | 8,82 | 53,92 | 1,96 | 3,96 | 1,34 |
| e) Assessment is more impartial just when students participate in that process. | Students | 32,84 | 13,43 | 20,90 | 8,96 | 23,88 | 0,00 | 2,78 | 1,57 |
| | Teachers | 20,00 | 0,00 | 53,33 | 13,33 | 13,33 | 0,00 | 3,00 | 1,25 |
| | Parents | 21,31 | 9,84 | 40,98 | 9,84 | 14,75 | 3,28 | 2,86 | 1,31 |
| | University students | 21,57 | 6,86 | 49,02 | 6,86 | 11,76 | 3,92 | 2,80 | 1,23 |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| f) Students cannot assess their colleagues because they are not competent enough in this respect. | Students | 22,39 | 11,94 | 28,36 | 16,42 | 20,90 | 0,00 | 3,01 | 1,43 |
| | Teachers | 13,33 | 20,00 | 40,00 | 20,00 | 6,67 | 0,00 | 2,87 | 1,13 |
| | Parents | 27,87 | 4,92 | 36,07 | 11,48 | 16,39 | 3,28 | 2,83 | 1,42 |
| | University students | 22,55 | 4,90 | 45,10 | 8,82 | 16,67 | 1,96 | 2,92 | 1,32 |
| g) My assessment of my own learning progress seems to be accurate in comparison with other colleagues in class. | Students | 10,45 | 20,90 | 53,73 | 8,96 | 5,97 | 0,00 | 2,79 | 0,96 |
| | Teachers | 13,33 | 0,00 | 80,00 | 6,67 | 0,00 | 0,00 | 2,80 | 0,77 |
| | Parents | 16,39 | 11,48 | 54,10 | 8,20 | 4,92 | 4,92 | 2,72 | 1,02 |
| | University students | 13,73 | 6,86 | 53,92 | 4,90 | 16,67 | 3,92 | 3,04 | 1,18 |

Table 10. The influence of school assessment on the functioning of students

| Category | Respondents | Data in % | | | | | | Average value | Standard deviation |
|---|---|---|---|---|---|---|---|---|---|
| | | I agree completely | ... | I agree partially | ... | I disagree completely | No data | | |
| a) Students mostly like those teachers who give good marks. | Students | 22,39 | 14,93 | 41,79 | 11,94 | 8,96 | 0,00 | 2,70 | 1,21 |
| | Teachers | 20,00 | 20,00 | 53,33 | 0,00 | 6,67 | 0,00 | 2,53 | 1,06 |
| | Parents | 16,39 | 4,92 | 50,82 | 6,56 | 19,67 | 1,64 | 3,08 | 1,27 |
| | University students | 17,65 | 8,82 | 48,04 | 6,86 | 17,65 | 0,98 | 2,98 | 1,26 |
| b) Grades evoke negative attitude to school in the students. | Students | 10,45 | 11,94 | 38,81 | 20,90 | 17,91 | 0,00 | 3,24 | 1,19 |
| | Teachers | 13,33 | 13,33 | 66,67 | 6,67 | 0,00 | 0,00 | 2,67 | 0,82 |
| | Parents | 16,39 | 4,92 | 42,62 | 9,84 | 24,59 | 1,64 | 3,22 | 1,34 |
| | University students | 13,73 | 13,73 | 34,31 | 9,80 | 28,43 | 0,00 | 3,25 | 1,37 |
| c) Grades cause a change in students' attitude to particular courses. | Students | 31,34 | 16,42 | 34,33 | 8,96 | 8,96 | 0,00 | 2,48 | 1,27 |
| | Teachers | 13,33 | 20,00 | 60,00 | 6,67 | 0,00 | 0,00 | 2,60 | 0,83 |
| | Parents | 24,59 | 11,48 | 39,34 | 14,75 | 8,20 | 1,64 | 2,70 | 1,24 |
| | University students | 23,53 | 17,65 | 38,24 | 9,80 | 8,82 | 1,96 | 2,62 | 1,21 |

Table 10. The influence of school assessment on the functioning of students

| Category | Respondents | Data in % | | | | | | Average value | Standard deviation |
|---|---|---|---|---|---|---|---|---|---|
| | | I agree completely | ... | I agree partially | ... | I disagree completely | No data | | |
| d) Grades are often the reason for a quarrel between students and parents at home. | Students | 17,91 | 13,43 | 16,42 | 23,88 | 28,36 | 0,00 | 3,31 | 1,47 |
| | Teachers | 20,00 | 20,00 | 53,33 | 6,67 | 0,00 | 0,00 | 2,47 | 0,92 |
| | Parents | 13,11 | 4,92 | 11,48 | 14,75 | 54,10 | 1,64 | 3,93 | 1,45 |
| | University students | 6,86 | 6,86 | 19,61 | 9,80 | 54,90 | 1,96 | 4,01 | 1,30 |
| e) Students are not willing to make friends with those who get only good and very good grades. | Students | 1,49 | 0,00 | 8,96 | 1,49 | 88,06 | 0,00 | 4,75 | 0,75 |
| | Teachers | 6,67 | 20,00 | 46,67 | 26,67 | 0,00 | 0,00 | 2,93 | 0,88 |
| | Parents | 1,64 | 3,28 | 11,48 | 6,56 | 75,41 | 1,64 | 4,53 | 0,95 |
| | University students | 7,84 | 7,84 | 7,84 | 6,86 | 67,65 | 1,96 | 4,21 | 1,34 |
| f) Students in my class have got similar grades to mine. | Students | 11,94 | 11,94 | 62,69 | 7,46 | 5,97 | 0,00 | 2,84 | 0,95 |
| | Teachers | 33,33 | 20,00 | 13,33 | 33,33 | 0,00 | 0,00 | 2,47 | 1,30 |
| | Parents | 19,67 | 1,64 | 50,82 | 11,48 | 14,75 | 1,64 | 3,00 | 1,25 |
| | University students | 6,86 | 10,78 | 41,18 | 11,76 | 27,45 | 1,96 | 3,43 | 1,21 |
| g) A student studies only such things for which he/she is graded. | Students | 7,46 | 13,43 | 23,88 | 14,93 | 40,30 | 0,00 | 3,67 | 1,33 |
| | Teachers | 33,33 | 26,67 | 26,67 | 13,33 | 0,00 | 0,00 | 2,20 | 1,08 |
| | Parents | 6,56 | 1,64 | 32,79 | 8,20 | 49,18 | 1,64 | 3,93 | 1,23 |
| | University students | 15,69 | 11,76 | 26,47 | 4,90 | 40,20 | 0,98 | 3,43 | 1,51 |

Table 11. Satisfaction with the assessment methods used by the teachers

| Question | Respondents | Data in % | | | | | | Average value | Standard deviation |
|---|---|---|---|---|---|---|---|---|---|
| | | Fully satisfied | ... | Partially satisfied | ... | Very dissatisfied | No data | | |
| To what extent are you satisfied with the way the teachers assess the achievements of students at school? | Students | 5,97 | 25,37 | 44,78 | 16,42 | 7,46 | 0,00 | 2,94 | 0,98 |
| | Teachers | 20,00 | 20,00 | 53,33 | 0,00 | 0,00 | 6,67 | 2,36 | 0,84 |
| | Parents | 9,84 | 19,67 | 67,21 | 3,28 | 0,00 | 0,00 | 2,64 | 0,71 |
| | University students | 10,78 | 17,65 | 61,76 | 3,92 | 4,90 | 0,98 | 2,74 | 0,89 |

Table 12. Compliance of grades with students' feelings

| Question | Respondents | Data in % | | | | | | Average value | Standard deviation |
|---|---|---|---|---|---|---|---|---|---|
| | | I agree completely | ... | I agree partially | ... | I disagree completely | No data | | |
| To what extent do you agree with the grades? | Students | 5,97 | 28,36 | 52,24 | 11,94 | 0,00 | 1,49 | 2,71 | 0,76 |
| | Parents | 13,11 | 31,15 | 52,46 | 1,64 | 0,00 | 1,64 | 2,43 | 0,74 |
| | University students | 11,76 | 20,59 | 59,80 | 3,92 | 0,98 | 2,94 | 2,61 | 0,79 |

Table 13. Importance of school grades to particular subjects of education process

| | Respondents | Data in % | | | | | | Average value | Standard deviation |
|---|---|---|---|---|---|---|---|---|---|
| | | Very important | ... | Partially important | ... | Not important at all | No data | | |
| a) for the student | Students | 56,72 | 19,40 | 22,39 | 1,49 | 0,00 | 0,00 | 1,69 | 0,87 |
| | Teachers | 46,67 | 13,33 | 40,00 | 0,00 | 0,00 | 0,00 | 1,93 | 0,96 |
| | Parents | 59,02 | 16,39 | 22,95 | 0,00 | 0,00 | 1,64 | 1,63 | 0,84 |
| | University students | 50,00 | 11,76 | 31,37 | 3,92 | 2,94 | 0,00 | 1,98 | 1,12 |
| b) for teachers | Students | 23,88 | 5,97 | 41,79 | 16,42 | 11,94 | 0,00 | 2,87 | 1,29 |
| | Teachers | 33,33 | 46,67 | 20,00 | 0,00 | 0,00 | 0,00 | 1,87 | 0,74 |
| | Parents | 40,98 | 9,84 | 37,70 | 1,64 | 6,56 | 3,28 | 2,20 | 1,21 |
| | University students | 30,39 | 15,69 | 36,27 | 2,94 | 10,78 | 3,92 | 2,46 | 1,28 |
| c) for parents | Students | 65,67 | 16,42 | 11,94 | 2,99 | 1,49 | 1,49 | 1,56 | 0,93 |
| | Teachers | 66,67 | 13,33 | 20,00 | 0,00 | 0,00 | 0,00 | 1,53 | 0,83 |
| | Parents | 62,30 | 16,39 | 18,03 | 0,00 | 1,64 | 1,64 | 1,60 | 0,91 |
| | University students | 40,20 | 19,61 | 30,39 | 1,96 | 4,90 | 2,94 | 2,09 | 1,13 |