



INDIVIDUALISATION OF TEACHING IN THE PROCESS OF DESCRIPTIVE ASSESSMENT

Dr. Marija Jovanovic
Nis University
Faculty of Philosophy
SERBIA
marija.jovanovic@filfak.ni.ac.rs

Dr. Vesna Minic
Kosovska Mitrovica University
Faculty of Teacher Education Leposavic
SERBIA
minic.vesna@gmail.com

Abstract

One of the basic principles of modern teaching is the principle of individualization. Its appreciation implies that all learning activities and stages of the teaching process are based on individual characteristics of students. Considering that the assessment is one of the most important stages of the teaching process, individualization in this field is the premise to ensuring quality of modern teaching. For this reason, this paper will deal with the theoretical and empirical study of the individualization students assessment process through the use of descriptive assessment. We picked a sample of class teachers who have used descriptive assessment in the current school year, and we explored their attitudes regarding the importance of individualization when using descriptive assessment and we also investigated the level of use of individual approach when this type of assessment is used. The survey results show that teachers have positive attitudes with regard to the importance of individualization, and they are also using it during descriptive assessment. However, the results across the entire sample show that there are differences between the level of use and the level of understanding of the importance of individualization in the process of descriptive assessment of students, which opens the need to establish the causes of this phenomenon and possible ways to improve it.

Keywords: Modern teaching, individualization, descriptive assessment, teachers, students.

INTRODUCTION

Modern pedagogical theory and practise are oriented towards providing the conditions for quality and efficient educational practice which create optimal resources for the development of various aspects of student's personality and encourage his active participation in the activities that are socially acceptable, adequately validated and creative. The requirement for this task to be achieved is continuous improvement of all the segments of educational and teaching practise, as well as of the grading process since it is one of their most important components.

Exceptional value and significance which descriptive grading has in modern education and especially on its elementary level are the basic reasons for this didactic theory, phenomenon and process to be the research theme of this doctoral thesis.

Individualization of assessment implies individual approach to every student, as well as the assessment of every aspect of their development. In such an environment "... when while interpreting curriculum, teachers rely on the actual students' abilities, and, in accordance with the differences they observe, they adapt the requirements based on the existing abilities of students; therefore, students are evaluated individually, in order



to encourage every student to progress and advance as much as possible" (Gojkov, 2003: 110). Therefore, teachers' job is not easy at all, and in order to individually approach every child, teachers need to be motivated to be devoted and to individually approach every student. Although the individual approach is based on the individual characteristics of the child, still, the main criterion is the consideration of defined outcomes, through the prism of an individual student. This means that the maximum should be requested from each student, both in terms of the amount of knowledge and in terms of effort and achieved overall progress.

When a student is assessed, it is necessary to identify what level the student is at, what is their prior knowledge, abilities, in order to know what the student can achieve and then track the progress and effort. With this approach, students may be assessed differently for the same answers and all that based on the commitment and effort that they have invested in achieving a given result. In addition to the commitment and effort, it is important to take into consideration other individual objective and subjective characteristics that affect the achievements. Spatial, material and technical conditions the student lives and studies in, work habits, etc. should also be taken into account. This way, the individual approach to assessment provides students with a high level of motivation to invest maximum efforts and progress at their own pace.

In order to be able to use individual assessment, teachers need to have certain pedagogical and psychological knowledge necessary to meet with each student individually, which requires additional engagement of teachers. From this need arises the biggest obstacle to individual assessment in teaching.

We can see that individual assessment is used very rarely or not used at all, but the new trends impose it as a requirement that the teachers must meet. One of the possible ways which can most efficiently individualize the assessment is the use of descriptive assessment.

When applying individual teaching as well as individual assessment, the biggest enemy is the principle of "cost-effectiveness". "The teacher uses and records assessment procedures that will minimize the time and effort to check and acquire rational judgments about students' progress" (Gojkov, 2003: 112).

This means that the main problem is the lack of time, lack of motivation for individualization, as well as too many records that must be kept of each student separately. Students are assessed through tests that are intended for everybody, equal for everybody, where the emphasis is on the result and not on the process that led to that result. Assessment should occur during the learning process rather than after it. Therefore, the assessment process should be innovated. Changes in education have led to the assessment to be seen as a way of shaping the learning process, as a step forward in learning, in the direction of the development of students as autonomous and independent personalities. Nowadays, assessment should precede the process of planning and programming of teaching, because, in order to have plans one must first know how the students will be assessed (Aleksendrić and Mitrovic, 2011).

Assessment as a part of the teaching process nowadays is of great importance for the development of the curriculum. In order for individual assessment to be conducted, it is necessary to master effective techniques. Descriptive assessment allows all techniques, but the grade itself is expressed descriptively. Whether the teacher will apply verbal examination, written assignments or something else, depends on the curriculum, but also on the age of students. When teachers use the assignments, they can choose assignments of multiple levels of complexity based on students' abilities, but in that case, teachers must be well acquainted with children's potentials and capabilities in order to develop such tasks. Nowadays, there are many textbooks that could help individual teaching to continue to be effective. It is important to give the student the opportunity to do self-assessment, as well as to assess other students. Learning environment is also important. "Interweaving and interrelation of learning contexts and assessment contexts indicates that individualized approach to students accomplishes its essence only when the student learns and studies what makes sense for him; when he has the opportunity to use the previous and current knowledge in the construction of new meanings; when they have the opportunity to negotiate the meanings and when the assessment manner complies with the objectives of students' learning. Such understanding of learning and assessment suggests that during the creation of individualized approaches to teaching and evaluation of students, social and personal context must be taken into account, both for teachers and pupils" (Ibid, 2011: 83).



When students are asked only to repeat what they had learned, it then means that students did not actively participate in the assessment process, because they are not required to think, they are rather only required to memorize the presented facts whose accuracy is being checked. This only assesses the memory of students and this type of assessment is not in line with the principle of individualization in teaching. It is of utmost importance that the teacher together with students plans the assessment process, because this will help the teacher to learn what, how and why students want to learn. At the same time, this will allow the teacher to become closer to students, gain their confidence and teacher's task is to ensure that students study because they want to and not just for the assessment purposes.

Teachers must never use grades as a form of coercion or punishment, because that can negatively affect the development of children's personality. When a student does not know something or does not do the task properly, teachers should not use punishment or humiliation; it is very necessary to help the students understand their mistakes and correct them. All this ensures that students do not fear the assessment, that assessment does not create anxiety in them and does not cause stress, but rather to be an indicator of how much they have progressed. Teachers must always first point out the positive things in the child's development and help where the student failed. Because failure is not only failure of the child, but also of the teacher. In order for the assessment not to be focused only on grades, constant monitoring of students through teaching and learning is encouraged, mainly through the use of various forms of teaching and assessment. When using only one form of testing of what the student has learned, there is some limitation to this, because it is a well-known fact that some students have stage fright when tested verbally and are more comfortable with written tests. If a teacher uses group work, work in pairs, problem teaching, demonstration, as well as other types and methods of teaching, this will help him to get to know the students better. If teaching is reduced to the traditional teaching of teachers, which does not allow the individuality of students to be perceived, the only technique that can help the teacher is observation of students. Observation is one of the ways of getting to know students, but that should not be the only one. Students should be allowed to express themselves as well. The important thing is to teach students that grade indeed is an indicator of what they have achieved, how hard they tried, how much they have progressed compared to the previous assessment, and grades are also there to direct them to more improvements, and to show them that they can always be better. In order to build such attitudes in children, it is necessary that assessments are always objective.

During the individual assessment it is necessary to be driven by goals, outcomes and standards that apply to every student, and what results the student will have will depend on the set of all elements that make one student an individual.

Descriptive assessment and individualization

Law on the Basics of the Education System (2009) required that the assessment of the first graders is done descriptively. Descriptive grades are a part of pedagogical documentation and records the teacher must keep in order to monitor and record the progress of students. They have to provide precise and accurate information on the activities and achievement of every student. In order to ensure adequate training of teachers, the Project "Descriptive assessment with the goal of monitoring the development and progress of students" was done at the country level. During this project, teachers have mastered: goals and elements of descriptive assessment; levels of achievement that can be an aid to the formulation of descriptive grades; efficient ways of reporting student achievements to students and parents; effective ways of keeping pedagogical documentation and records of descriptive assessments (www.ceo.edu.rs).

Descriptive assessment is developed to alleviate the deficiencies of numerical assessment. It is also referred to as descriptive or analytical assessment since it requires further explanation and description of student achievements. It is also called qualitative assessment, because it evaluates the quality of knowledge and abilities of students. This type of assessment obliges teachers to elaborate on their observations about the results students achieved and to continuously monitor the development of students during the school year. Kačapor et al (2005) define descriptive assessment as the assessment which values individual components of student's personality. Descriptive assessment evaluates the following: the quality of knowledge; understanding of the facts and the possibility of practical application of acquired knowledge; students'



attitudes towards studying; work habits; skills and aptitudes; objective student's abilities; intellectual, emotional, social, moral component of personal development. This assessment requires analytical monitoring of the development of students. "Descriptive or analytical assessment is the assessment expressed with words by breaking down the course into parts. One or more indicators of success are linked to each of its parts. Descriptive grade is a set of statements about the achievements in each of the components of the course/subject being assessed" (Gojkov, 2003:151).

This type of assessment is faced with problems in practice, because of the form in which it presents students' results. It is necessary to create a form based on which teachers will summarize the observations about students on the basis of continuous monitoring. Even when there is a form, teachers are faced with difficulties when they need to explain the parents how much their child has advanced. Therefore, education and teaching need the concept of levels of achievement, based on which to assess student's achievements. These would be basic, intermediate and advanced levels.

Teachers today find this even more difficult when working with children with special needs during regular classes, because of the need to apply individual education programs for children with special needs. This is not only the case with children with developmental disorders, but also with talented, gifted children. One of the ways to avoid such problems when assessing would be to combine descriptive with numerical grading, and to use more than one type of assessment in order to avoid issues.

The fact that descriptive assessment is being used in many countries shows the importance of its usage. When talking about our neighbouring countries, descriptive assessment has been conducted in Croatia from the first to the fourth grade of primary school since the '80's. In Republika Srpska and Montenegro, descriptive assessment is used in the first grade of primary school, while in Slovenia descriptive assessment is used in the first three grades of primary school, and later it is combined with numerical assessment. Descriptive assessment is being well implemented in Canada where the descriptive grade is always an indicator of expected achievement and is always given in a positive form. Besides words, the assessment uses the letters that have their meanings expressed in words. Descriptive assessment is conducted in Germany as well, at the beginning of schooling, for a period of 2 to 4 years, while in the higher grades it is combined with numerical appraisal. In the USA, during the first three years of schooling children are evaluated descriptively, while later, numbers and points are used. What is assessed is the progress, work, dedication, personal development of students. In England, at the end of the school year, students write detailed reports which represent a combination of descriptive and numerical assessment. In Russia, descriptive assessment is combined with numerical assessment and ranking. In Denmark and Sweden descriptive assessment is used during the first seven school years, while in the eighth grade thirteen-level scale gets introduced in Denmark, and a five-level scale in Sweden (Kapranova, 2005).

Requirements that must be met with this method of assessment are the following: the information provided with the descriptive grade must be clear, and said in a way that is understandable to students, parents and other teachers; descriptive grades should specify what the student has achieved and to demonstrate that in a positive manner; it is necessary to relate descriptive grades to the defined outcomes and standards of education and teaching; teachers should use verbal descriptive grading (Havelka et al., 2003). Verbal descriptive assessment implies constant and clear feedback to the student about his achievements. Teachers need to inform students about descriptive grades verbally or in writing, since it is necessary for students to be familiar with the outcomes in education in order to motivate themselves for further commitment and effort. When summarized, descriptive assessment is a verbal or written report on the progress of students, success achieved and next steps in the learning process; it can be summarized in a single summary statement about the student's level of performance and quality of achievement. This summary statement can be expressed symbolically with a symbol or number; descriptive grade does not cease to be descriptive if in addition to the information expressed with words, numbers are also included as test results, or if numerical assessment of scope and quality of knowledge is used (ibid).



Benefits of descriptive assessment for individualized approach to students

Descriptive assessment is more informative than other forms of assessment. While numerical score tells us about the overall situation and the success of students, descriptive assessment, on the other hand, shows us an analysis expressed with words and tells us about the flow of students' development. Numerical assessment is quantitative, while descriptive is qualitative. This does not mean that we have to use just one type of assessment; the best option would be a combination of a few of them. Numerical grade may have a descriptive addition such as "excellent", or, "very good", but it also may be supplemented in the form of explanation of student's achievements expressed with words. Negru (2004) believes that assessment must never be "...a way of controlling the amount of information/ knowledge memorized by the students, but it should rather be one of the criteria used for curricular reorientation, for the use of new methods to work and learn. What is emphasized is the qualitative evaluation of the descriptive traits. Therefore, the shift is done from evaluation of memorized knowledge to evaluation of acquired knowledge. A good example could be the assessment expressed with grades from 1 to 5, which is a blind evaluation, insufficient, because it does not communicate anything precise about the level of knowledge expected of students, nor the actual solutions to be used in order to implement certain tasks (ibid, 112). Therefore, it is necessary to conduct descriptive assessment, which evaluates all aspects of students' development.

Descriptive assessment has its advantages for an individualized approach to students. It not only tells us how much knowledge a student has acquired, but also how that knowledge was adopted, how much effort was made, how much the student is really interested in this knowledge, what are the students' interests, at what level the student is, as well as whether students are motivated internally or externally, and a number of other data on the development of students. Descriptive assessment is applied in our country only in the first grade of primary school, but due to its advantages it can also be applied even in other grades in combination with other types of assessment.

Descriptive grades should not be given at the end of the school year only, but they should rather be used during the entire school year. This requires additional work by teachers, as well as the in-depth analysis of students. Descriptive grades do not need to give us overall information of students' achievements, but rather segmental information for each course and area within that course. When teachers want to use descriptive assessment approach, they must be familiar with students' prior knowledge and existing interests, and they also need to know what to continue to work with the student individually and how to do it. If teachers see that students use the wrong strategy in learning, teachers will help students to study using better techniques. Assessment comes after everything is organised and when adequate relationship between teachers and students is built, and only the good quality organization of teaching process will allow students to achieve what is necessary, to achieve required educational goals. Descriptive grades provide the student precisely with the opportunity to be approached in a different way, they help monitor students' development and further direct them to a higher level. Descriptive grades are not only a quick summary of the results, but also a summary of what has been achieved through the effort, work, commitment, willingly and joyfully, and not through suffering and coercion. Therefore, it is essential that this type of assessment is used in the later grades as well, because it helps students to be seen as individuals, and not just as someone who memorizes the curriculum to be assessed. Some of the descriptive assessment rules are as follows: take notes of classes; take notes and comments of each student and their personal traits; record guidelines for future work with the student; take notes immediately after detecting something; respect individual differences and indications of the student's abilities. Information that must be found in the documentation at the end of the semester is the following: information on the achievements of students, information about students' talent in specific areas, teaching material that should be given more attention, the level of progress (what level of knowledge and skills was the baseline and what is the latest result), students' features, motivation to study, and the need for some special pedagogical and psychological measures (Havelka et al., 2003).

It bears noting that descriptive grade is not intended to assess students as good or bad, but to assess how much students tried, what knowledge they acquired, how motivated they were to study, what segments of curriculum students were successful in and how they were progressing, and how to further encourage students to develop and advance. In accordance with the contemporary status in education, descriptive assessment must be conducted in accordance with standards prescribed by the Ministry of Education, and these standards

must be incorporated into the curriculum. Based on this, the teacher organizes and carries out the work and descriptive assessment, but this should not ignore the autonomy of teachers. Standards are essential because they guide teachers, but it is teachers' responsibility to implement them in practice, and that can vary from teacher to teacher, as well as from school to school.

Methodological framework of the research

The subject of this research are the teachers' opinions about individualization in the process of descriptive assessment, that is, the differences in the implementation and understanding of importance of individualization during descriptive assessment.

The aim of this research is to examine the attitudes of primary school teachers and establish whether there are differences in opinion among them concerning the possibilities to use individualization process during the descriptive assessment of students.

The sample was pre-chosen and contained 150 teachers who were using descriptive assessment at the time of the research, which made the sample highly valid.

Research results - Analysis and interpretation

Research on the attitudes and opinions of primary school teachers showed that there is a statistically significant difference in the attitudes of teachers with regard to attending the seminar/ training on individualization.

Table 1: Comparison of the arithmetic means of the research results

Subsamples		AS	SD	t	df	p
seminar/training on individualization Important	Yes	82.64	5.52	2.06*	150	0.04
	No	80.12	8.6			
seminar/training on individualization Implementation	Yes	81.52	7.52	-0.3	150	0.77
	No	80.52	7.75			

** . Statistically significant difference on the level of .01

*. Statistically significant difference on the level of .05

T test has helped us determine that there is a statistically significant difference in results at the 0.05 level. Teachers who attended the seminar/ training on individualization achieved AS = 82.64; SD = 5.52; and teachers who did not attend the seminar / training on individualization achieved AS = 80.12; SD = 8.60 (Table 1). On the basis of arithmetic means and standard deviations, we conclude that more positive attitudes were expressed by teachers who attended the seminar/ training on individualization. This result shows that education on individualization topic had a positive effect on the attitudes of teachers and their willingness to use descriptive assessment.

Table 2: Kruskal-Wallis distribution normality test of scale for implementation and importance of the subsamples

Scale	Subsamples		Mean	Kruskal-Wallis test	df	p
Individual teaching implementation	number of students in the class	23 students maximum	78.23	1.52	3	0.68
		from 24 to 26 students	70.32			
		from 27 to 29 students	67.64			
		over 30 students	75.46			
Individual teaching importance	number of students in the class	23 students maximum	70.14	1.36	3	0.72
		from 24 to 26 students	68.97			

		from 27 to 29 students	72.92			
		over 30 students	80.45			
Individual teaching implementation	Descriptive assessment is better than numerical assessment	Never	58.45	5.91*	2	0.05
		Sometimes	77.66			
		Always	76.35			
Individual teaching importance	Descriptive assessment is better than numerical assessment	Never	59.43	6.85*	2	0.03
		Sometimes	75.45			
		Always	93.85			
Individual teaching importance	Combination of descriptive and numerical assessment	Never	43.97	13.81**	2	0.00
		Sometimes	69.39			
		Always	88.24			
Individual teaching implementation	Combination of descriptive and numerical assessment	Never	47.77	10.16**	2	0.01
		Sometimes	69.96			
		Always	85.84			

** . Statistically significant difference on the level of .01

* . Statistically significant difference on the level of .05

The study found that positive attitude on whether descriptive assessment is better than numerical assessment affects the perception of individualization and its application during descriptive assessment. Kruskal-Wallis test showed that there was statistically significant difference at the .05 level, with the subsamples “never”, “always”, “sometimes”, which were actually the offered answers to the question if descriptive assessment is better than numerical assessment. On the scale showing the importance of descriptive assessment, interviewees who answered “never” achieved the result of 59.43, interviewees who answered “sometimes”, achieved the result of 75.45, while the interviewees who answered “always” were at 93.85 (Table 2). We conclude that the most positive attitudes had the interviewees who believe that descriptive assessment is *sometimes* or *always* better than numerical. In order to individualize teaching, and consequently the assessment of students, teachers must understand the importance of descriptive assessment. Descriptive assessment contributes to the implementation of individualized teaching, the same as the individualization of teaching contributes to descriptive assessment. However, this does not mean that numerical assessment is not adequate for individualized teaching.

It turned out that the teachers who believe that descriptive assessment is better than numerical assessment are better at individualizing their teaching process and better understand its importance for individualized assessment. This shows that individualization of teaching has more sense if the assessment is done using description, that is, descriptive assessment.

A statistically significant difference was found in the attitudes of class teachers on the importance of the use of individualized teaching with regard to the attitude on a combination of descriptive and numerical assessment. On the scale showing implementation, interviewees who answered “never” reached a mean of 44.77, interviewees who answered “sometimes” 69.96, and interviewees who answered “always” reached 85.84. On the scale showing importance, interviewees who answered “never” reached a mean of 43.97, interviewees who answered “sometimes”, 68.39, while interviewees who answered “always” reached 88.24 (Table 2).

We conclude that the best attitudes had the interviewees who believe that descriptive assessment should always be combined with numerical assessment. Assessment, as a process that accompanies the entire teaching process, and as the final process of making conclusions on the progress and development of the child can be individualized through individualization of teaching. If teaching process was not individualized, it would be difficult to conduct individual assessment because the structure of the teaching process does not correspond to this type of assessment. We can conclude that teachers find it easier to individualize the teaching process and assessment, and to organize the teaching process focusing on students individually if they use a combination of descriptive and numerical assessment, and that they find it important to always or sometimes combine these two types of assessment. By combining different types of assessment, the assessment can be considered objective, but it is important that teachers are equally good at both types of assessment. It is important to note that the study found no statistically significant difference in the opinions of teachers concerning the implementation and importance of individualized teaching from the point of their age and years of service. Moreover, there was no statistically significant difference in the opinions of teachers concerning the implementation and importance of individualized teaching from the point of the number of students in the class.

Concluding remarks

This paper deals with individualization in the process of descriptive assessment of pupils. The individualization of descriptive assessment requires: respect for pupils' individual differences, continuous observation and recording of pupils' development, individualization of lessons, cooperation and professional development of teachers. Firstly, we theorize about a system which includes all elements necessary for the application of individualization in the process of descriptive assessment. Then we explore whether opinions of class teachers differ concerning the application and importance in descriptive assessment on the basis of certain variables.

This research included 150 class teachers from the territory of the City of Niš who differ who were using descriptive assessment at the time of the research, which made the sample highly valid, on the basis of the following criteria: age, years of service, the number of pupils in their class, education about descriptive assessment, opinions about the quality of descriptive assessment and the possible combination of descriptive and numerical assessment. We started from the general hypothesis that these differences influence the opinion of teachers concerning the application and importance of individualization in descriptive assessment. We also wanted to know if the importance of individualization is greater than its application, if the results of the overall sample correlate and if the teachers were on the positive level in the application and importance of individualization in the process of descriptive assessment.

The results have shown that the teachers are on the positive level in the application and importance of individualization in the process of descriptive assessment. The results in the application correlate with the results of the importance of individualization in descriptive assessment. However, it has been discovered that there are more negative results of the importance in comparison with the results of the application. It has also been discovered that the variables like age, years of service, the number of pupils in a class do not influence the results shown on the scale, while the other variables function only on some scales. It shows that teachers generally have the same opinion, and that it may be necessary to try to find some other variables that would influence different opinions of teachers. However, in the overall sample, distribution of the results deviates from the norm, which shows that some differences in the application and importance of individualization in the process of descriptive assessment of pupils do exist.

During the theoretical and empirical review of the problem of individualization of teaching in the process of descriptive assessment, we came and to the following results:

- 1) Descriptive assessment that is used in Serbia in the first grade of primary school is seen as a means of individualization of assessment of students' achievements.
- 2) The use of descriptive assessment in Serbia differs significantly from the use of this form of assessment in the region and the world in general.
- 3) The most significant factor of individualization during the descriptive assessment process is actually the teacher because the success of implementation of individualization depends on the teacher's competence, motivation and good will.

- 4) Empirical evidence shows the importance and role of adequate education in order for individual approach in the assessment process to be successful.
- 5) Although the teachers have developed an attitude concerning the role and importance of descriptive assessment for and in the process of individualization, it is still undeniable that most teachers believe that the combination of descriptive and numerical assessment will help achieve better and higher level of individualization.
- 6) During the teaching process, teachers usually individualize their teaching by combining descriptive and numerical assessment.

WJEIS's Note: The paper is the result of research within the project: „Sustainability of identity of Serbs and ethnic minorities in the border municipalities of East and Southeast Serbia“ (OI 179013), carried out at the University of Nis - Faculty of Mechanical Engineering and funded by the Ministry of Education, Science and Technological Development of Republic of Serbia and the project " Kosovo and Metohija between national identity and European integration "(III 47023), funded by the Ministry of Education, Science and Technological Development of Republic of Serbia.

REFERENCES

- Aleksendrić, B. i Mitrović, M. (2011). Načelo individualizacije u praćenju i ocenjivanju učenika u nastavi. *Pedagoško – andragoški dnevni 2011, Udejanjanje načela individualizacije v vzgojno-izobraževalni praksi: ali smo na pravi poti?*. Ljubljana: Filozofski fakultet; Odsek za pedagogiju i andragogiju. pp. 81-86.
- Bakovljević, M. (1992). *Didaktika*. Beograd: Naučna knjiga.
- Gojković, G. (2003). *Dokimologija - priručnik*. Vršac: Viša škola za obrazovanje vaspitača.
- Havelka, N. (2000). *Učenik i nastavnik u obrazovnom procesu*. Beograd: Zavod za udžbenike i nastavna sredstva.
- Havelka, N., Hebib, E. i Baucal, A. (2003). *Ocenjivanje za razvoj učenika - priručnik za nastavnike*. Beograd: Ministarstvo Prosvete i sporta Republike Srbije.
- Hebib, E. i Matović, N. (2011). Uloga školskog pedagoga u primeni individualizovanog pristupa nastavi. *Pedagoško – andragoški dnevni 2011, Udejanjanje načela individualizacije v vzgojno-izobraževalni praksi: ali smo na pravi poti*. Ljubljana: Filozofski fakultet; Odsek za pedagogiju i andragogiju. pp. 38-42.
- Капанова, В.А.(2004). *Сравнительная педагогика*. Минск : Новое знание.
- Negru, A. (2004). Zašto jedan nov model evaluacije. *Pedagoška stvarnost*, god. 50, br. 1-2, pp. 111-117.
- Rodić, R. (2003). Novi pogledi na evaluaciju i ocenjivanje učenika u osnovnoj školi. *Norma*, 9, br. 2-3, pp. 223-227.
- Sakač, M. (2008). Neki psihološki činioci školskog postignuća. *Norma*, god. 13, br. 3, pp. 29-36.
- Špijunović, K. (2007). Operacionalizacija ciljeva i zadataka kao osnova vrednovanja rada u nastavi. *Pedagogija*, god. 65, br. 4, pp. 575-581.
- Tomlinson, A. C. (1999). *The Differentiated Classroom: Responding to the Needs of All Learners*. ASCD.
- Tubić, T. (2002). Očekivanje uspeha kao faktor postignuća. *Norma*, god. 9, br. 1-2, pp. 157-165.
- Vilotijević, M. (1999b). *Didaktika – organizacija nastave*. Beograd: ZUNS; Učiteljski fakultet.



Vilotijević, M. i Vilotijević, N. (2007). *Inovacije u nastavi*. Beograd: Školska knjiga.

Vlahović, B. (2001). *Putevi inovacija u obrazovanju - traženje novog obrazovanja*. Beograd: Stručna knjiga; Eduka.