



SUBJECT DATASHEET

School Practices of Measurement and Assessment

BMEGT51XX56281-65

I. SUBJECT DESCRIPTION

1. SUBJECT DATA

Subject name

School Practices of Measurement and Assessment

ID (subject code)

BMEGT51XX56281-65

Type of subject

contact hour

Course types and lessons

<i>Type</i>	<i>Lessons</i>
Lecture	8
Practice	0
Laboratory	0

Type of

assessment

midterm grade

Number of

credits

5

Subject Coordinator

<i>Name</i>	<i>Position</i>	<i>Contact details</i>
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Educational organisational unit for the subject

Department of Technical Education

Subject website

<https://www.mpt.bme.hu/>

Language of the subject

magyar - HU

Curricular role of the subject, recommended number of terms

Direct prerequisites

Strong nincs/no

Weak nincs/no

Parallel nincs/no

Exclusion nincs/no

Validity of the Subject Description

Approved by the Faculty Board of Faculty of Economic and Social Sciences, Decree No: 580466/11/2025 registration number. Valid from: 2025.06.25.

2. OBJECTIVES AND LEARNING OUTCOMES

Objectives

The aim of the course is to introduce students to modern methods of statistical data analysis and their application in pedagogical research and evaluation. Students will become familiar with national and international assessment systems that enable comparative analysis and support the evaluation of educational outcomes at the system, institutional, and individual levels.

Academic results

Knowledge

1. Has knowledge of and is able to apply the most important modern measurement procedures and systems in education.
2. Understands the key concepts of measurement and assessment, as well as the methods and tools used in educational evaluation.

Skills

1. Is able to identify pedagogical problems.
2. Is capable of determining the range of statistical procedures suitable for data processing, taking into account their advantages and limitations.
3. Is able to perform complex statistical procedures using computer software.
4. Is capable of interpreting the results of analysis from statistical, mathematical, and pedagogical perspectives, and formulating development proposals based on them.

Attitude

1. Is open to authentically conveying and promoting the comprehensive mindset and practical functioning of the teaching profession.
2. Strives to solve problems in cooperation with others whenever possible.
3. In complex or unexpected decision-making situations, acts in full accordance with legal regulations and ethical standards.
4. Respects the personality of students, is sensitive to their problems, and aims to provide the conditions necessary for healthy personal development for all learners.
5. Has a realistic understanding of the teacher's role in the process of formative assessment.
6. Is open to seeking and accepting professional support for identifying and resolving conflicts and problems.
7. Is committed to national values and identity, open to fostering democratic thinking and behavior, and attentive to environmental awareness.
8. Is open to examining institutional and national assessment tasks.
9. Demonstrates initiative in the development of new assessment tools.
10. Strives to continuously improve their own practices in educational measurement and assessment.

Independence and responsibility

1. Demonstrates professional self-reflection and the ability to self-correct in decision-making.
2. Displays a high level of autonomy in identifying and analyzing both general and specific issues within their profession.
3. Is characterized by cooperation and a strong sense of responsibility.

Teaching methodology

Theoretical knowledge is delivered through lectures, while technical skills (such as software use), data exploration, data preparation, and data analysis methods are practiced and acquired during practical sessions and through independent work at home. The evaluation of results is carried out in group work, including the analysis of case studies.

Materials supporting learning

- T. Kárász Judit; Széll Krisztián (2023): Hogyan térnek el a papír-ceruza és számítógépes teszteredmények? – Szisztematikus szakirodalom áttekintés a PISA, TIMSS és PIRLS mérésekkel kapcsolatos tapasztalatokról. In: Iskolakultúra 2023/3. file:///D:/Let%C3%B6lt%C3%A9s/iskolakultura_2023_003_051-073.pdf
- Papp Istvánné Nagy Annamária (2019): Pedagógiai mérés, értékelés - szakirodalom ajánló. OKTATÁSI HIVATAL Salgótarjáni Pedagógiai Oktatási Központ. https://www.oktatas.hu/pub_bin/dload/kozoktatas/pok/Salgotarjan/2019_STPOK_01SZF.pdf
- Farkas Éva (2018): mérés-értékelés kézikönyv tanulási eredmények mérése és értékelése a szakképzési mobilitási gyakorlatokban. Tempus Közalapítvány, Budapest. https://tki.hu/docs/palyazatok/ecvet_meres_ertekeles_kezikonyv_web.pdf
- Károly Krisztina és Homonnay Zoltán (2017): Mérési és értékelési módszerek az oktatásban és a pedagógusképzésben. ELTE Eötvös Kiadó, Budapest. https://www.eltereader.hu/media/2017/07/Diszciplina_5_READER.pdf
- Ranschburg Ágnes (2009): Az iskolák értékelési-mérési gyakorlata és a kompetenciák. OFI, <https://ofi.oh.gov.hu/tudastar/iskolak-ertekelesi>
- Kertesi, Gábor (2008): A közoktatási intézmények teljesítményének mérése-értékelése, az iskolák elszámoltathatósága. In: Fazekas K. (szerk.): Zöld könyv: a magyar közoktatás megújításáért, 2008. pp. 167-189. https://kti.krtk.hu/file/download/zk/zoldkonyv_oktatas_07.pdf

II. SUBJECT REQUIREMENTS

TESTING AND ASSESSMENT OF LEARNING PERFORMANCE

General Rules

The learning outcomes specified in point 2.2 are assessed through a thematic written test following the contact hours.

Performance assessment methods

Detailed description of the assessment of performance during the term: - In case of absence from contact hours exceeding 30%, the credit

of the subject (according to § 105, 4. of the TVSZ) cannot be obtained. - Submission of the thematic essay - the subject knowledge, skills, attitudes, and competences of the autonomy and responsibility type assessment.

Percentage of performance assessments, conducted during the study period, within the rating

- class activity : 40

Percentage of exam elements within the rating

- classroom activity : 60

Conditions for obtaining a signature, validity of the signature

Issuing grades

Excellent	95
Very good	90-95
Good	85-90
Satisfactory	80-85
Pass	50-80
Fail	50

Retake and late completion

Due to the nature of active participation, it cannot be replaced or corrected.

Coursework required for the completion of the subject

részvétel kontaktórákon	8
felkészülés a vizsgára	82
Folyamatos Önreflexió készítése	60

Approval and validity of subject requirements

Consulted with the Faculty Student Representative Committee, approved by the Vice Dean for Education, valid from: 02.06.2025.

III. COURSE CURRICULUM

THEMATIC UNITS AND FURTHER DETAILS

Topics covered during the term

Professional Responsibility and Authentic Representation of the Teaching Profession Main Aspects and Functions of Pedagogical Assessment Understanding and Interpreting National and International Assessment Systems Interpretation and Pedagogical Application of Assessment Results Attitude

and Initiative Toward the Development of Assessment Practices Interdisciplinary Cooperation, Self-Reflection, and Ethical Sensitivity in Pedagogical Decision-Making

- 1 Professional Responsibility and Authentic Representation of the Teaching Profession
- 2 – The social role of the teaching career, professional commitment, and reflective practice.
- 3 Main Aspects and Functions of Pedagogical Assessment
- 4 – Diagnostic, formative, summative, and developmental assessment; the relationship between assessment and learning.
- 5 Understanding and Interpreting National and International Assessment Systems
- 6 – PISA, PIRLS, TIMSS, national competence assessments, school-leaving exams – purposes, methods, and implications.
- 7 Interpretation and Pedagogical Application of Assessment Results
- 8 – Drawing conclusions from data, providing feedback, and formulating development proposals.
- 9 Attitude and Initiative Toward the Development of Assessment Practices
- 10 – Designing new assessment tools, improving one's own practice, and being open to system-level evaluation.
- 11 Interdisciplinary Cooperation, Self-Reflection, and Ethical Sensitivity in Pedagogical Decision-Making
- 12 – Collaborative problem-solving, professional dialogue, openness to external support, and responsible decision-making.

Additional lecturers

Approval and validity of subject requirements