



# **SUBJECT DATASHEET**

## **Formative Assessment and Exam Organization**

**BMEGT51XX28288-42**

# I. SUBJECT DESCRIPTION

## 1. SUBJECT DATA

### Subject name

Formative Assessment and Exam Organization

### ID (subject code)

BMEGT51XX28288-42

### Type of subject

contact hour

### Course types and lessons

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

### Type of assessment

exam grade

### Number of credits

5

### Subject Coordinator

<i>Name</i>	<i>Position</i>	<i>Contact details</i>
Dr. Berzsenyi Emese	assistant professor	berzsenyi.emese@gtk.bme.hu

### 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 familiarize students with the examination processes of the Hungarian public education system, including their underlying principles and organizational procedures, as well as with national and international interim student assessments. The course introduces the concept and classroom practices of formative assessment, emphasizing the conscious and purposeful application of its strategies and tools. It also seeks to promote an understanding of the formative assessment approach from a teacher's perspective and to foster students' natural interest in receiving meaningful feedback.

### Academic results

#### Knowledge

1. The student understands the main principles of process regulation and output regulation.
2. They are familiar with the structure of the examination system and the requirements of its various components.
3. They know the systems and requirements of national and international student assessments.
4. The student understands the principles and functions of formative pedagogical assessment.
5. They are familiar with its tools and strategies and are able to apply them to support students' individual learning progress.

#### Skills

1. Is able to participate in specific tasks of the examination system.
2. Is capable of interpreting the results of student assessment systems and applying them in professional practice.
3. Is able to measure and assess student performance in accordance with the principles of formative pedagogical assessment.
4. Is capable of aligning assessment processes with learning objectives and using feedback to support student development.

#### Attitude

1. Strives to act with professional competence and a sense of responsibility in examination and assessment processes.
2. Considers transparency, fairness, and the learning-supportive function of assessment to be of high importance.
3. Is committed to the pedagogical approach of formative assessment and is open to the use of feedback to support learning.
4. Aims to minimize subjective elements in the evaluation of processes, products, and individuals by consciously applying objective, reliable, and valid methods.

#### 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 raising and analyzing both general and specific issues within their professional field.
3. Characterized by a strong sense of cooperation and responsibility.

### Teaching methodology

Lectures, communication in written and oral form, use of IT tools and techniques, optional individual and group assignments.

### Materials supporting learning

- Arató Ferenc (2017): Az értékes gyermek – az értékelés negyedik dimenziója egy lehetséges fogalmi keretrendszer vázlata. In: Autonómia és felelősség 3. évf. 1-4. sz. pp. 5-29.
- file:///D:/Let%C3%B6lt%C3%A9s/03-autonomia-es-felelosseg-pte-btk-ni-2017-01-04szam.pdf
- Bognár Mária (2009): A fejlesztő értékelés. OFI, <https://ofi.oh.gov.hu/tudastar/3-vitaforum/fejleszto-ertekeles>
- Szarka Katalin – Szabó L. Dávid (2024): Az iskolai fejlesztő értékelés elmélete és módszertana. Selye János Egyetem, Komárom, Szlovákia <https://pf.ujs.sk/documents/books/SzK%20SzLD%20beliv.pdf>
- Sipos Imre: A pedagógus a nevelési-oktatási intézmény szervezetében - BME APPI MPT, Budapest 2012.
- Oktatási Hivatal (2024): Az érettségivel - vizsgák, vizsgakövetelmények és -időszakok, vizsgaszabályzat - kapcsolatos aktuális jogszabályok és közlemények gyűjteménye. <https://www.oktatas.hu/koznevelis/erettsegi/jogszabalyok>

## 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 performance assessment during the academic term: - Attendance of at least 70% of the contact hours is compulsory

(according to § 105.3 of the TVSZ) - Submission of the thematic essay - Assessment of subject knowledge, skills, attitudes and competences of the autonomy and responsibility type.

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

- Órai aktivitás : 40

#### Percentage of exam elements within the rating

- Vizsga : 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

The Functions and Dimensions of Assessment in Public Education Theoretical Foundations and Objectives of Formative Assessment  
Practical  
Methodology of Formative Assessment Examination Systems in Hungarian Public Education The System and Regulation of the  
Hungarian  
Secondary School Leaving Examination International Student Performance Assessments Student Evaluation and Grading: Challenges  
and  
Possibilities The Organizational and Psychological Effects of Assessment on Learning Teacher Assessment as an Educational Tool  
Analysis  
and Interpretation of Case Studies

### Additional lecturers

### Approval and validity of subject requirements