
ABSTRACTS

ARATÓ, FERENC: Some Practical Aspects of the Four-Dimensional Model of Assessment

The aim of this article is exploring some practical aspects of the four-dimensional model of assessment. This model differentiates four dimensions of classroom learning and assessment: assessment of learning, assessment for learning, assessment as learning, and assessment by learning. The article focuses on the observations, notes, and approaches, gained from the investigation of the model, from a multi-dimensional approach of learning and assessment. Both Hungarian and international resources emphasize the importance of a more clear understanding

about the changes needed in assessment practice. Following the dimensions of the four-dimensional model, researchers also could be able to clarify their investigations and their research design, by the means of the explored criteria for the different dimensions of classroom assessment practice. One of the main lessons, someone could draw from the practical aspects of the four-dimensional model of assessment, that teachers can explore many different ways in each dimension of classroom learning and assessment for improving their classroom practice.

Keywords: assessment of learning, assessment for learning, assessment as learning, assessment by learning
