Abstract

The basic purpose of our issues was revealed with new approaches to scoring of students achievements in assessment by adaptive testing which is playing the key role in optimization of assessment in e-learning. If we want to optimize the process of communication between tutor and students in e-learning we must minimize not only the time. Most effective formative assessment is connected with the point of view of those purposes for which we must provide the performance of different conditions: maximum reliability of scores, maximum validity of scores, minimum time of training and maximum of development effect in training.

To realize all these conditions in e-learning the combination of three components is necessary: Adaptive Testing, Item Response Theory and Zones of Students Development (the concept of Russian scientist L.S.Vigotskiy). This concept he expressed in the form of three zones of students development: zone of students actual development, zone of the nearest development and zone of students perspective development. We can realize this concept in adaptive testing and connect the length of zones with test item difficulty from item calibrated bank by algorithms of Item Response Theory.

Keywords: Assessment, E-Learning, Adaptive Testing, Item Response Theory, Zones of Students Development

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