

## Design and Organization of Assessment Using the MOODLE

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### Higher Education Learning Methodologies and Technologies

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#### Abstract

Modern approaches to assessing students' learning achievements, in particular John Biggs' Constructive Alignment Theory, are considered. The main elements underlying the design of the assessment system are highlighted. These are the expected learning outcomes, assessment criteria, assessment method, assessment scores, reflection. A functional diagram of the assessment organisation in the Moodle learning environment has been developed. The interrelationships of the scheme elements and the algorithm of its implementation at Lutsk National Technical University are established. The effectiveness and validity of the developed assessment system is demonstrated through the results of student assessment in the study of chemical disciplines. Assessment results show a slight deviation (no more than 5%) of the generalised results at each stage of the evaluation. The average reduced score was 76.28 (current control), 74.23 (module control), 75.08 (exam),

75.73 (final grade). This stability is proof of the balance of the developed evaluation system.