



“HENRI COANDA”  
AIR FORCE ACADEMY  
ROMANIA



“GENERAL M.R. STEFANIK”  
ARMED FORCES ACADEMY  
SLOVAK REPUBLIC

INTERNATIONAL CONFERENCE of SCIENTIFIC PAPER  
AFASES 2015  
Brasov, 28-30 May 2015

## EDUCATIONAL ASPECTS OF ASSESSMENT

**Marilena Ticusan\***

\*Faculty of Psychology and Pedagogy, “Spiru Haret” University, Brasov, Romania

**Abstract:** *In terms of education, the evaluation acquires certain specificity, given that the whole educational activity is directed and reported to a system of values of culture, science, literature and art, philosophy and morality, of human and social quality. While it is desirable, finding new, truly original evaluation methods and techniques is more difficult. The current ones, with their air of modernity are only transformations of the traditional methods, but their use is more relevant and accurate. The analysis of the educational aspects of the evaluation using a variety of evaluation methods, the proposed actual investigations were not only a prerequisite, a starting point in the construction of the work, but gradually crystallized as one of its general conclusions: the success of reform depends on the extent it ensures the junction of the restructuring process of the evaluation with specific pedagogical process. School practice confirmed how important the use of all forms of evaluation is - initial, formative, summative, knowing the training level of students, improvement of the teaching approach by applying several evaluation methods and techniques. The final conclusion was that an objective evaluation of school results in terms of extracurricular valuation criteria should be considered because the school of the future must not prepare information duplicators but full and socially integrated personalities, capable of autonomous construction of life and social and useful participation to the modernization of education and of the society in particular.*

**Keywords:** *evaluation methods, personality, education*

### 1. INTRODUCTION

The evolution of a society is based on the experience of past generations who have left their mark on values and principles that guide human and social activity. People who represent the current/present generation actively contribute to this evolution by completing the human experience with new values, knowledge and ideals. The responsibility of the next/future generation is represented by the continuous refining, shaping, improvement and enrichment action

of this experience so that the society may evolve, prosper and develop continuously.

To identify and illustrate the need for evaluative process in the educational contexts we can address, in general, the relationship between teaching - learning – evaluation using the spiral illustrated above. However, the implications of the evaluation are not limited to a single perspective but aim at capturing as many lines / levels where it proves its usefulness and effectiveness. Among these, the following can be identified:

- the students personal level
- the teacher’s level

- the training-educative process level
- the level of the group the student belongs to
- the education system
- the macro-social level.

## 2. THEORETICAL AND PRACTICAL APPROACH

**2.1 Theoretical approach.** Regarding the first level, the student's one, the school evaluation should not aim only at verifying the student and his/her positioning in a particular school hierarchy but to highlight the positive aspects that he/she has, the success in some areas, the gaps that should be "covered" etc. In the context of the education system (and especially the Romanian one) that proposes to form and to develop certain skills, school evaluation should be in the same direction to identify the extent to which these skills were formed. Moreover, it is necessary for this process not to stop here, but to contribute effectively to exploit those skills in different school, educational or professional contexts.

One of the essential dimensions of school evaluation is represented by the student's awareness of the results obtained in his/her school activity, related to those expected by the school, by the system, by the parents or by the society. Going further with this idea, the student must be guided in this awareness process, but also on identifying the efforts necessary to reach those projected performances through educational objectives.

School evaluation also has implications on a particular aspect of the student's personality, namely his/her self-image because, especially at young ages, the student builds his/her image of himself/herself also through the reactions of others to him/her, on the opinions of others in what concerns him/her. At the instructive - educational process level, the evaluation serves at highlighting the strengths and weaknesses of educational activities (taken together) in order to improve this process. Thus, it is about:

- evaluation of the procedures for the selection of scientific contents based on established educational objectives;

- evaluation of processing and adjustment procedures of scientific contents to age and individual peculiarities of students;

- evaluation of educational strategies designed, organized and implemented by the teacher;

- evaluation of educational partnership activity (student - student, student - teacher, teacher - teacher);

- evaluation of the effectiveness of the relationship teaching - learning - evaluation;

- evaluation of the quality of the educational program etc.

From the education system perspective, the evaluation target on the one hand the institutional system and its operation, and on the other hand the legal regulations relating thereto: school curriculum, educational programs, courses, curriculum, graduation, school manager activity etc. All these are intended "*to provide information on the system status based on which decisions are taken to adjust it. (...) The evaluation is a process of gathering information and assessing the condition of evaluated phenomena that help decision makers to make a rational choice*"(I.T. Radu, pg.20-21).

The instructive and educational activity primarily involves the designing action depending on the proposed educational objectives. Similarly, the evaluation activity must be designed to identify the evaluation objectives, the necessary methods and tools, and the favorable educational context for this activity. According to Cucoş (Cucoş, pg.398), the main questions to be addressed by the teacher during the design are:

- What are the framework objectives and the reference objectives in the curriculum to be achieved in the instructive and educational process?

- What are the minimum, medium and high performances the students can reach?

- When and for what are they evaluated?

- What are the types of evaluation to be approached?

- What are the age and individual peculiarities of students?

- What is the appropriate evaluation method in order to respect the principle of objectivity?

- What are the tools with which I will achieve the actual evaluation process?



"HENRI COANDA"  
AIR FORCE ACADEMY  
ROMANIA



"GENERAL M.R. STEFANIK"  
ARMED FORCES ACADEMY  
SLOVAK REPUBLIC

INTERNATIONAL CONFERENCE of SCIENTIFIC PAPER  
AFASES 2015

Brasov, 28-30 May 2015

• How can the data obtained from the evaluation be used in order to improve the instructive and educational process?

The evaluation design is a difficult process that results in efficient instructive - educational process by identifying the results and performances obtained by the students during the process, and the ways, in which it can be improved, reformed or corrected.

The recurrent verification of students and informing them operatively on their progress in learning, contribute to the educational effects of the evaluation and to their motivation for learning.

**2.2 Research data.** The purpose of the research was to highlight that a quality learning (through various and attractive methods and techniques, through educational games) and a properly designed evaluation, lead to significant improvement of learning outcomes.

**Hypothesis:** the evaluation methods and techniques by proper use and integration into mathematics and environmental education lessons lead to an increase of the efficiency of learning the studied concepts and thereby increase school performance of primary school pupils.

In order to demonstrate this hypothesis the intention was to initiate a pedagogical research aimed to prove the efficiency of evaluation methods and techniques in mathematics and environmental education classes.

The research was organized on samples of pupils of small school age (8-9 years). Two second year classes have been targeted, the experimental class (progress sample) and on which we applied the experimental factor (progress factor), and the control class (control sample) on which no intervention was performed.

The instruments used during the psycho-pedagogical research were the observation book and the psycho-pedagogical sheet and the methods used were: observation, experiment, case study, analysis of work products test, and to systematize and measure the results obtained the statistical - mathematical methods were used.

During frontal activity and during independent work, observation was used. The analysis of student work products was used to evaluate the preparedness of students, carried out by checking homework books and class notebooks, of independent work sheets, examinations.

The experiment was the main method of investigation. The pedagogical experiment involves creating new situations by introducing changes in the course of educational action with the purpose of verifying the hypothesis that initiated these innovations.

From the comparative analysis of the results obtained by the two samples at the initial test it was found that the results are similar in both classes (78% for the experimental sample and 81% for the control sample). In terms of scores, it was found that the experimental sample obtained a higher percentage in "Very good" (4 pupils) than the control sample (3 pupils), in "Good" the experimental sample obtained a higher percentage (7 pupils) and the control sample obtained a lower percentage (6 students), in "Sufficient" the experimental sample (3 pupils), and the control sample (4 students) obtained a higher percentage.

The first step in reorganizing learning was the application of active methods, the use of game exercises and games with a higher degree of complexity in the communication and updating mathematical concepts and

solving a greater number of exercises and problems to ensure understanding for each pupil the tasks required and their easy solving.

During the training process, the evaluation of the preparedness level of students is essential, as it is an objective method of highlighting their school progress and school performance in various learning disciplines and represents a means of regulating and self-regulating both the learning and the teaching activity.

The ameliorative intervention stage had a strong formative character, consisting of the application of various teaching methods in any type/variant of lesson.

This second stage of the experiment aimed to increase school performance by using evaluation methods that can take the form of interactive games. Attractive evaluation sheets were used (for both oral and written evaluation) to make up for the gaps and difficulties the children had.

The experimental sample results improved by 10% in "Good" (45% vs. 30%), and what is encouraging is the decrease of "unsatisfactory" results by half the initial percentage (10% vs. 22%).

The control sample changed the percentage only in "Good" (45% versus 30%) and "Sufficient" (15% versus 25%), the proportion of the number of "Insufficient" scores remained unchanged.

To achieve an effective formative evaluation, during the teaching unit, an evaluation test was developed for the *environmental education* class, which was applied on second grade pupils.

The angle from which we tried to approach in this research the subject of evaluation was that of the specific educational process.

An evaluation act is not a final action, but the beginning of a new action. The evaluation does not conclude an educational effort, but it opens the way to efforts to improve the knowledge and behaviors of the partner (student).

**2.3. Findings.** Evaluation helps man to progress, to rethink its conduct, to self-program. It is not a seal, a label. To evaluate means to see ahead, to engage in action to improve, to become a co-partner in the effort of the person subject to evaluation. It means to

believe in the person, in the human potential of development.

The analysis of the educational aspects of the evaluation using a variety of evaluation methods, the proposed specific investigations were not only a prerequisite, a starting point in the construction of the research, but gradually crystallized as one of its general findings: the success of reform depends on the extent it ensures the junction of the evaluation restructuring process with specific pedagogical process.

Thus, both the proposed objectives and the assumptions that using various evaluation methods and techniques of school results contribute to increased school performance with stimulating learning motivation were validated (of course, beside other factors such as: development of thinking, intelligence, assimilation of new knowledge, will, use of certain teaching-learning methods or forms of organization etc.)

School practice confirmed how important the use of all forms of evaluation is - initial, formative, summative, knowing the students' training level, improving the teaching approach by applying several evaluation methods and techniques.

Evaluation has provided evidence on students' training, acquiring taught knowledge, their practical application, formed competences and skills.

Systematic examination and evaluation using several methods have highlighted the difficulties faced by students in their training, enabling the teacher to organize future activities specifically to prevent falling behind in learning.

Thus, we have noted the importance of new directions imposed by the evaluation reform in the education process: the use of all forms of evaluation, combining traditional and alternative methods, involving docimological tests combined with evaluation through investigation, assays, reports, portfolios, evaluation by scores based on performance descriptors, all of which support the students, helping them to form their active, creative personalities, able to integrate into new societies.



"HENRI COANDA"  
AIR FORCE ACADEMY  
ROMANIA



"GENERAL M.R. STEFANIK"  
ARMED FORCES ACADEMY  
SLOVAK REPUBLIC

INTERNATIONAL CONFERENCE of SCIENTIFIC PAPER  
AFASES 2015  
Brasov, 28-30 May 2015

The improvement of examination and grading actions of students' training can be performed in several main directions:

- during the examination action, the teacher must formulate work tasks so as to encourage the students to think, to ask them not only to reproduce the information, but to select and process it;
- diversity of evaluation forms and methods;
- improvement of the examination tools and techniques;
- recurrence of verification of knowledge and granting scores based on performance descriptors.

### 3. CONCLUSIONS

The experiment conducted confirms the superiority of the evaluation and assessment method of school performance using various evaluation methods and techniques.

In conclusion, one can say that the evaluation methods, especially the alternative ones, favor the identity of student uniqueness, nurturing creativity.

The final conclusion that we reached was that the objective evaluation of a school result in terms of extracurricular valuation criteria also should be considered because the school of the future must train not information replicators but full and socially integrated personalities, capable of autonomous construction of life and social and useful

participation to the modernization of education and society in particular.

### REFERENCES

1. Cerghit, I., *Sisteme de instruire alternativă*, Editura Aramis, București (2002).
2. Cuceș, C., *Psihopedagogie*, Editura Polirom, Iași, (1998).
3. Dumitriu, C., *Strategii alternative de evaluare. Modele teoretico-experimentale*, EDP, București, (2003).
4. Kincses, Irina – Vasilica, *Metode și procedee didactice*, Editura Vladimed – Rovimed, (2011).
5. Lisievici, P., *Evaluarea în învățământ. Teorie, practică, instrumente*, Editura Aramis, București, (2002).
6. Manolescu, M., *Teoria și metodologia evaluării*, Editura Universitaria, (2010)
7. Radu, I.T., *Evaluarea în procesul didactic*, EDP, București, (2000).
8. Radu, I.T., *Teorie și practică în evaluarea eficienței învățământului*, EDP, București, (1981).
9. Stoica, A., *Evaluarea progresului școlar – de la teorie la practică*, Editura Humanitas Educațional, București, (2003).
10. Tomșa, Gh., *Psihopedagogie preșcolară și școlară*, EDP, București, (2005).