

EDUCATIONAL EVALUATION AND EVALUATION OF SCHOOL PERFORMANCES RESULTS - FROM THEORY TO EDUCATIONAL PRACTICE

Elena HURJUI

“Spiru Haret” University, București, Romania (pp.bv.elena.hurjui@spiruharet.ro)

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***Abstract:** Estimation and evaluation are valuation acts that take place in all human activities and especially in education. What is happening today in education, as far as evaluation is concerned, is nothing new, because evaluations are made from ancient times. New are the measurement and assessment techniques elaborated more rigorously from the perspective of didactic science. Well integrated in the didactic approach, the evaluation cannot be achieved without being directly related to the objectives, which constitute the point of entry into the system and trigger a real reaction in the chain at the level of education process. At this level, it is the question of determining the quality of the approach undertaken by those involved. In fact, the anticipated objectives become, after the delivery of learning, criteria on the basis of which the quality of the partially completed process is assessed. From the point of view of formative education, the main components of the spectrum of pupils' school results are: attitudes and behaviors, skills and habits, qualification and knowledge. They must be complemented by aspects derived directly from the students' learning process and subjected to evaluation. Let us not forget that "the illiterate today is the one who does not know how to learn". As a result, if we do not build tools to evaluate this fundamental human capacity, we will not be able to fully prepare our student for life.*

***Keywords:** evaluation, school results, learning process, evaluation tools*

1. INTRODUCTION

In a changing educational system, the **assessment** (considered for the beginning in a global way) and **examination** (designating both the selection and the certification function) is a true geometric place of the various tendencies, decisions, ideas-force, surface or deep movements. The evaluation in school, seconded by the examination at different moments of the educational path, has a stake whose costs and impact have become increasingly visible and more important with the decision making of the educational policy specific to the real reform, ongoing in Romania in recent years.

In general, the term evaluation refers to a rigorous, careful review of an educational curriculum, program, institution, organizational variable or specific policy.

From an instructional perspective, assessment is a systematic process to determine the extent to which instructional objectives are reached, achieved by students.

The pragmatic approach of evaluation, which states that the practice of evaluation involves systematically collecting information about the activities, features and objectives of the programs to be used by certain professionals to reduce relativity, improve efficiency and make decisions about what these programs are doing or the realities they affect. This definition of evaluation emphasizes the systematic collection of information on a wide range of topics for use by certain specialists for a variety of purposes.

Educational assessment is the process of systematically collecting, oriented on targeted objectives, the specific data on the evolution and / or performance highlighted in the assessment situation, the contextual interpretation of these data, and the development of an integrating value judgment that can be used in various ways, pre-specified at the time of setting the purpose of the evaluation process.

This complex process has several dimensions or faces, which appear obvious at different times or when updating certain valences of the evaluation, thus:

- The technical dimension is visible in measurement as an appreciation of a feature, characteristic or behavior by reference to a clearly defined measurement scale
- The teleological dimension is essential for any evaluation process, which gains its right to exist only when it is clearly formulated its purpose, depending on it being then designed the objectives, selected the most appropriate procedures and techniques, built tools etc
- The axiological dimension is operative in the depth structure of the process: it is both the creation and assignment of values, contributing both ethically and deontologically to placement in a general human system to which the evaluation culture makes a specific contribution.

In this context, the English-language assurance term, from the Latin *assistere* ("sitting with someone to assist, assisting," but also "sitting in court, as judge, assistant") designates the action of appreciating Educational / school progress by appreciating a feature, feature or behavior observable in a particular situation or in a specified context.

This research aims to make a diagnosis of how traditional and alternative assessment methods are used in primary education. The purpose of this psycho -pedagogy is to identify the level of knowledge of the theory and practice of current school evaluation, how to integrate modern assessment methods and techniques into the actual reality of primary education and to identify the points of intervention and training in the field for teachers.

2. RESEARCH OBJECTIVES

- determining the general level of knowledge of the current issue of school assessment by teachers;
- establishing options for the assessment method used by teachers in current and summative assessments;
- analyzing teachers' attitude towards the objectivity of each type of sample evaluation.

The specific hypothesis is the main instrument of psycho-pedagogical research: *in primary school education, assessment is mainly done through written evidence, but there is not enough diversity in the way and purpose for which these tests are developed*

3. METHODS AND RESEARCH TOOLS

- Observation
- Conversation
- Questionnaire

The conversation must be organized, pursuing certain purposes, after a flexible deployment plan to keep it from getting information

Questionnaire

The questionnaire is one of the most used methods in quantitative psychosocial research. For this reason, it is necessary to distinguish between inventory or personality questionnaire, attitude measurement scales, tests etc.

The questionnaire was applied on a randomly selected sample of teachers participating in methodological teacher conventions, counseling boards, referral sessions and communications or other didactic activities. . A total of 68 teachers answered the questionnaire, but only the valid protocols (with the required mandatory identification completed and with answers according to the indications and complete) were selected for processing. Thus, the final sample counted 54 teachers (teachers only).

Data analysis

The data collected from the 54 selected protocols were systematized for each item.

Item no. 1

Which is the most commonly used evaluation method in your **current assessment**?

In the current assessment, a formative assessment accompanying the entire teaching process, organizing systematic checks among all pupils in all subjects, written tests are preferred, with 46.30% of the options, followed by the oral ones with 29.63% of the options. Practical and alternative tests are less useful. Practical evidence however has an acceptable percentage: 18.52%, but alternative methods of assessment (project, portfolio, investigation) are negligible in our opinion (only 5.56% of options).

Item no. 2

Which is the most commonly used evaluation method in your **summative assessment**?

In the summative assessment that usually takes place at the end of a longer period of training and determines the extent to which the proposed general goals (either attitudes or capabilities) have been achieved, comparing students with each other (normative interpretation), or by comparing the performance of each with the expected performances (the criterion interpretation), the written tests are preferable (with 37.04% of the options), but to a lesser extent than in the current evaluation!!! Second place passed the practical tests which are preferred by 29.63% of the respondents. This shows the importance it attaches to the actual performance of the pupils proven by practical tests in awarding the final semesters or year marks. The alternative samples are chosen by 18.52% of the teachers for summative assessment. An explanation would be that they require a long time in design and realization, are less common during the semester, but are completed and taken into account in the final assessment of students. Oral samples are the least use as methods in the summative assessment, probably being considered as a form more suited to the role of the current assessment (through the error correction function, improvement and adjustment of the learning process).

Item no. 3

Sort the presentation methods below according to the importance you give in the **objective assessment** of a student: oral evidence, written evidence, practical evidence, systematic observation, investigation, project, portfolio, self-evaluation.

In the empirical assessment of objectivity quality, teachers credit written evidence with the highest objectivity (with 28.86% of the options). Oral samples are considered second (with 18.57% of options), likely to be relevant because they can check on the spot the certainty of a correct answer, level of understanding, etc.

Teachers are also based on the systematic observation of student behavior over the training period (by 13.07%) of the options). Although they choose the second place in the summative evaluation, they do not consider this evidence to be very objective (only 10.70% of the options). Practical evidence is easy to administer and evaluate globally (whether or not achieved, performance achieved or not), but it is harder to assess by scales and criteria previously set, so they are less objective if not used properly. Alternative assessment methods are appreciated with low objectivity, probably due to their insufficient knowledge (theoretical) and lack of practical experience. In the primary cycle, efforts are being made to develop self-evaluation capacity in pupils, but their self-evaluation is not taken into account in the teachers' assessments. Probably higher grades, especially high school, self-assessment of students is a benchmark and for the teacher in establishing the grade and / or rating awarded.

Item no. 4

What kind of **written tests** you frequently use (3 options):

Written evidence is the most widely used evaluation method. Of the categories of written tests that can be used in primary education, the most common are the knowledge (with 41.36% of the options). It is still an avatar of the traditional informative education which is still preserved today. In vain, we strive to use modern methods of training that do not focus on knowing but on TO DO, TO BE CAPABLE, etc., if the evaluation remains focused on measuring knowledge. Tests used to diagnose learning difficulties have an optimistic percentage: 26.54%, probably due to the new concepts of integration of children with special educational needs in normal school and of psycho-diagnostic modules included in various forms of teacher education. Skills tests gradually penetrate into the teacher's daily practice (by 15.43%) of the options). However, we mention that most of those who made this choice are working in the first grade, so they used the tests for initial diagnostic skills. School progress tests are not currently used (only 7.41% of the options). It is preferable to report performance to those of the reference group or to the objectives of the program and the criterion of reporting to the previous performance is neglected.

In formulating and managing written evidence, teachers prefer short-answer items (requiring a limited response as space, form and content) and completed (asking the student to produce a reply that complements an incomplete statement or a lacuna statement and gives value of truth) by 22.22% and 19.14% respectively. It's easier to work out and easy to fix. They are preferred in the order of association type (with 15.43% of the options), which are very attractive for pupils, even at a lower age (the possibility to use images), then multiple choice (with 13.58% of the options).

Both are objective items with closed responses commonly used in inter-school competitions (eg, Kangaroo, Assessment in Education). A fairly small percentage is found for problem-solving items (only 11.73% of options), probably because they are too complex for young school age.

Semi-objective items (46% of the options) are preferable to objective ones (39% of the options) although they are to some extent removed from the maximum objectivity in correction and scoring provided by objective items. These items require the student to "produce" a response, usually short, which will allow the evaluator or examiner to formulate a value judgment on the correctness of the subject's response.

Item no. 5

What is the **main source** of the items used in the written tests (one option)

Teachers use iterations taken from various teaching aids (test collections) in the evaluation samples - 33.33%, from tests elaborated by institutions of M.E.C.T. - 24.07% or even in the student's manual - 22.22%). We observe a limited concern to develop the only evaluation items that are appropriate to the situation (only 16.67% of teachers declare to do so, the rest of 83.33%) take up items from other sources.)

4. CONCLUSIONS

The basis for changing the attitude of the teacher towards the school assessment is the shift from the normative assessment to the formative assessment which constitutes "a new paradigm in the evaluation". The normative assessment focuses on highlighting the individual differences between pupils and on the absolute performance criterion presented in the objectives and the curricular performance standards.

The formative evaluation promotes a new approach in which "the learner's progress is increasingly interested in time, in relation to the previously defined pedagogical objectives." Developing on the ground of pedagogical innovation, formative assessment supports the realization of a differentiated pedagogy that "allows for interactive regulation" in which "the trainer is not only interested in the outcome but also in the process leading to this result."

Evaluation should be seen as a process that promotes learning rather than as an external control done by the teacher on "what he does" and "how the student does." Included in the learning act itself, evaluation requires more attention, both from the teacher and the student, on the processes taking place in learning, on the causes that lead to errors and on the factors favoring knowledge.

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