IMPACT OF STUDENT ASSESSMENT ON THE QUALITY OF THE EDUCATIONAL ACT

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Abstract

In our actions, the evaluation term begins to occupy an increasingly important place. The desire to receive positive appreciation from others, the fear of not being mistaken or simply the natural tendency to free our way, make us look for models, people or situations whose quality has already responded to exigencies, people, situations, principles that have passed the test of time and therefore, the value of which is legitimate to be a reference system. All our existence is related to a series of evaluations. His actions, gestures, qualities, skills are assessed by others and by himself. The evaluation should provide data on the effectiveness of our methods, means and tools, how much we have taken into account the particularities of each child, how much we have managed to make ourselves understood, respected or even loved. Such an assessment is designed to prepare for further acquisitions, to prepare the child for direct encounter with life. He will become a person who will not leave in the will of destiny, will have conceptions, beliefs, ideals, will know how to assume both success and failure.

Keywords: Evaluation, Quality, Particularities, Acquisitions

Introduction

By evaluating the pupils, we assess, either directly or indirectly, the teachers, the quality of the teaching performance, the quality of the educational process, the school institution, and ultimately the quality of the educational system with all its components. It can be said that each school note, each grade, each pupil performance is the result of a synthesis of factors, from the private to the social ones.

There is a need for teacher involvement in the new assessment methodology for the school year, so that assessment forms and procedures support formative assessment, one of the conditions that are absolutely necessary for the success of the National Curriculum.

The question that teachers and pupils often think about: "Why should we evaluate or be evaluated?" Has a multitude of answers: to improve the strategies and evaluation procedures adopted in the evaluation process, to achieve a classification of the results obtained from the evaluation, the identification of certain limits of this process and the adoption of correct

evaluation strategies in order to know what is the starting point. All these answers are the aims of school assessment, but the main purpose is to improve the instructive-educational process.

In current speech, assessment is often confused with checking students' knowledge and assigning grades (grades) to these elements. Applying new framework plans for pre-university education has important implications for curriculum design, school management, organizing students' schooling, etc.

Within the educational process, teaching, learning and evaluation activities are important elements that are closely related. Any change at the level of one of these activities influences the way others will be completed, generating a real chain reaction, requiring the necessary returns and revisions.

In the evaluation / self-evaluation / inter-evaluation activity, each time the personality of the learner-educative activity and of the one who guides the learning activity is involved. The teacher being the one who conducts the teaching-learning-evaluation activity, must distribute his attention to each student to make him participate with pleasure in his own training.

Theoretical approach

Overall, assessment is a complex process that involves comparing the results of the instructional-educational activity with the planned objectives (quality assessment), with the resources used (evaluation of the efficiency) or with the previous results (assessment of progress). It should be emphasized that quality is understood as the ratio between the achieved and the expected results, by efficiency means the ratio between the results obtained and the resources used, and by progress it is understood the ratio between the obtained results and the previous results.

On a global level, it is of course very important to know what information is coming in the previous class, what is its variation, and where the students we work with are placed compared to the other classes in the same social environment as well as in other environments.

The analysis of the relationship between the evaluation of the school results and the teaching / learning activities highlights the functions of the evaluation. Some of these are general in nature, being characteristic of evaluative actions irrespective of their subject,

others are specific and derive from the particularities of the field in which the evaluation is carried out.

The meaning and the fundamental functions of the evaluation are the knowledge of the results, their explanation through the factors and conditions they have produced and the provision of the activity in the following sequences. Each of these functions correlates with the operations involved in the evaluation, covering the approach to a phenomenon, highlighting "what is it and how it is?", "How does it explain why?", "How can it be improved and what will be his future state? ".

Depending on the moment of the evaluation, we can have:

1. Initial assessment - is carried out at the beginning of a new learning cycle in order to establish the level of training of students and ensure optimal training of a new training program. The information obtained from an initial evaluation supports the planning of the future activities of the teaching staff from the perspective of their suitability to the students' possibilities or the initiation of a recovery program. It is done through oral samples and written tests.

This assessment becomes necessary in situations where the educator starts work with pupils whose potential he or she does not know at the beginning of a school or school year after a longer period of activity as may be necessary during the running the program, at the beginning of some chapters as well as each lesson. The initial evaluation fulfills a predictive function, indicating the conditions under which students can assimilate new content.

Thus, in the verification - measurement - initial assessment, at the beginning of the year, the semester, chapter, the data for the objectives of the design of the future action are obtained: the volume and the quality of the necessary knowledge, the skills, the capacities to be used in the new learning.

2. The formative evaluation - accompanies the whole didactic course, being carried out by systematic checks of all students on the whole matter. For this reason, its ameliorative effects on learning activity are considerable, providing the opportunity to always refer to the proposed operational objectives and to highlight progress from one sequence to another. Formative assessment is the type of assessment that is currently being chosen because it responds to the highest degree of the functions that the assessment act should have: improvement, immediate change, and positive effects in student training.

The main advantages of formative assessment are: systematically check, on a small sequence, all pupils in all subjects, guide the student in learning, timely correction of mistakes, remedy them or deepen through knowledge enrichment programs, evaluate not only the learning outcome but also the process through which a certain outcome has been achieved, allowing for its improvement in the future, fosters student-student co-operation and self-learning ability, based on knowledge of the evaluation criteria, consumes less time than summative assessment.

3. Sumative assessment - usually carried out at the end of a longer period of training (chapter, semester, school year, school cycle, etc.) providing useful information on the level of pupils' performance in relation to the proposed training objectives. It differs from other types of assessment through three aspects: the moment when it is achieved, the objectives it targets and the consequences it determines.

When it comes to realizing it, it distinguishes itself from other evaluation methods because it operates at the end of longer training periods, be it the end of a semester, the end of a school year or even the end of a cycle schooling, aiming to highlight the progress made by pupils during the training period.

Thus, initial evaluation marks entry into the system. The formative assessment provides the feed-back needed to ensure school progress, and the summative assessment reveals the achievement of some performance, the level of capacities and sub-capacities of the pupils whose work has been worked out during the formative assessment. It is advisable to combine the three forms of assessment, mainly using formative assessment, which allows the disclosure of the causes of school failure.

RESEARCH DATA

This research is an experimental-observational type research that aims to identify pupils' school results as compared to the teaching-learning process they involve. Evaluations have strengthened learning, modeled pupils' ability to remember and apply what they have learned in various contexts. Through them, the strengths and weaknesses of the efforts made on the effectiveness of the didactic activity were discovered.

The research strategy used has aimed at an investigative dimension achieved through the application of several types of assessments addressed to pupils in the primary cycle. The aim was to identify the objectives and the importance of traditional and modern assessment methods to help pupils to enter and unravel the secrets of books, to create relationships with

their own life experiences. The combination of these processes develops creative imagination, thinking, intelligence, interests and attitudes.

Research aims:

1. Diversification of items from the structure of the evaluation samples.

2. Training of independent work skills and optimization of collaboration between students.

3. Developing the most effective communication behaviors combining all types of language: verbal, nonverbal and paraverbal.

4. Comparing traditional and alternative assessment methods.

From the point of view of social origin, students come from families with or without higher education, home or freelancers. Student relations with the social group to which he / she belongs (class of pupils) have a particular importance on the evolution of his / her personality and on the learning performance.

The quantitative approach has been achieved through several assessment methods addressed to students on a limited number of subjects and has provided dimension to the component elements of the measurement.

The set of evaluation actions was elaborated in accordance with the curriculum. It has been followed to what extent the objectives and the content have been achieved, which of them have raised particular problems. Depending on the results of the pupils, it has returned with differentiated and individualized activity to correct the learning difficulties.

Accumulation of data on learning motivation, dialogue with pupils in the lesson, information volume and time to assimilate knowledge and assessment of progress made by students led to the measurement of research results, their objective processing and interpretation.

The teacher must master a variety of assessment methods and tools, which he / she applies depending on the particularities of the pupil class, the purpose and objectives of the evaluation, the specificity of the content subject to appreciation.

The preparation of a test presupposed the establishment of the objectives of the evaluation, the verified content, the construction of the items / requirements, the establishment of a correction grid, the construction of a scoring scale. Finally, a favorable moment was chosen in which the evaluation was carried out, by announcing the pupils and applying the sample.

Students were informed about how each evaluation will be conducted, what they need to know, how they will be evaluated, and which criteria will be used to issue ratings. Scores

have been established in relation to the subject's difficulty and correction scales (within the written tests) have been developed so as to eliminate any trace of subjectivism.

Throughout the research, it was chosen to use methods and working techniques according to the specifics of the subject, the level of the class, the volume of knowledge. A continuous and complete assessment has been promoted to bring students' progress progressively and systematically. Combining written and oral evaluation tools with alternative assessment methods has increased learning efficiency.

The system of the research methods used was completed with the application of the evaluations that followed when the students learned their own knowledge at the end of the lesson, chapter or unit of learning. Thus, traditional evaluations were used: written (short evaluation consisting of questions, individual files, initial evaluation) and oral (with auditory and visual support and questioning / answering), as well as current assessments (portfolio, investigation, self-evaluation, and systematic observation of student behavior towards learning).

The pre-experimental stage - the initial assessment was applied to diagnose students' attitudes to the literary text and to the level of communication and reception capabilities of the oral / written message. It took place in the first two weeks of the first semester of the school year 2017-2018, after a short period of recapitulation of the lessons learned in the previous class

It was intended that during the program, the pupils' assessment would be as real as possible; therefore, the objectives were set according to the benchmarks set out in the program. The contents were chosen from the ones appearing in the "National Curriculum" to the common trunk (mandatory for all pupils) and the performance descriptors were built on the objectives set at national level.

The post-experimental stage - the students were given all the assessments, these being studied together with the teacher, and at the end of the research, the children chose five assessment methods that they considered more important and effective for verifying and capitalizing on the knowledge gained during semester.

Students have demonstrated the presence of all categories of knowledge and especially theoretical and methodological knowledge, intellectual work skills and positive learning attitudes.

If at the beginning of the program only 20% of students were interested not to receive small grades, in order not to be argued by parents and criticized by the educators, the share of

those concerned with their own success, those interested in knowing, increased. Satisfaction of success was almost a general phenomenon.

The active involvement of pupils, the acceptance of different opinions, trust in their own forces, the support of some points of view by reasoning, the competences of applying the studied notions, emphasize the acquisition of the necessary knowledge.

Objective verification of school progress and final performance have made it possible to monitor closely the good course of teaching and learning.

Success was the training of each student, but also of the whole team. The planned training has achieved its intended purpose and the best measures to improve school success have been taken in time.

For a student, assessment is the means by which he realizes how the teacher perceives it and how it is appreciated by the teacher. Of course, not always the teacher's evaluation coincides with the self-assessment made by the student to his own preparation. For the family, assessment is a way of knowing where the child is (as a school education) and what perspective does it have to continue this training in a certain area.

Because complementary methods do not replace traditional methods but have the role of intertwining them so that the evaluation of the results is optimal and to ensure the relevance of the results and the improvement of the teaching-learning process, it has been implemented within the hours evaluation tests with the most diverse items, a variety of exercises with different formulations to define their skills and abilities. Independent work records have also been used to get them accustomed to individual work, evaluation sheets, but also alternative techniques or strategies - the project, the portfolio, the observation sheets to track student progress, individual records and others.

The announcement of the operational objectives of each evaluation was done for the pupils, as training is also educational and education, by definition, is a conscious process. In addition, the awareness of the expected learning outcomes of the student is also a strong motivation factor.

Even though not all students were able to demonstrate that they still retain the knowledge necessary to achieve the new objectives of each evaluation, it was enough for some to do so. The updating induces the reminders of those knowledge by all other students, greatly facilitating further training.

As a result of the investigative method, the activity of some students who were more involved, but which proved a poor result in previous tests, was noted. They did well on the

ground in search of task solving, so there was a higher percentage of students who demonstrated their skills in field practice than in applying theoretical notions. There were differences in the group of students studied both in terms of their knowledge and their applicability.

Using another modern method, namely the self-evaluation method, the students could appreciate their own progress and identify what remains to be done.

They preferred self-evaluation instead of the teacher or colleague's grade. The student is more demanded than the teacher, which gives the learning process efficiency. This method is related to peer evaluation. Of course, the same resources can be the basis of both strategies (students can choose the preferred method). There is also a middle way: all students have used the same grid of answers, but the scoring of the works has been done in particular, discussing any possible mistakes.

Self-evaluation has made children aware of goals and familiarizes them with the notion of acceptable results, encouraging them to take on learning responsibilities. They saw themselves as disciples and thus learn to learn. This meta-cognitive notion (thinking about thinking and rationalizing the learning process) is very effective as many studies have shown. The most important advantage of self-assessment, according to many theorists, is to determine students' understanding that success or failure depends not on talent, luck or abilities but on exercise, effort and the use of appropriate strategies. When students realize this, they become more motivated to progress.

In a significant proportion, the students correctly solved the requirements of the test, appreciating the exercises as accurately as possible. An important role in the evaluation took the information that led to the visible observation of the students' results. The more students have been involved in the learning process, the sooner the results were shown.

With this current method, it has been observed that 90% of students are aware of improving their performance unless the interest in learning grows.

Conclusions

Classical methods foster the development of oral expression and stimulate interest in reading and deepening, and alternative methods help develop imagination and enable students to be creative. Most pupils respond positively to the merging of assessment methods. When using traditional methods of oral assessments, students felt the need to complete their own

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statements and to engage with pleasure in confirming and completing the answers of others. In the case of written assessments, pupils easily solved objective evidence.

Written essays trained thinking through writing, the portfolio has progressively followed students' performance, and the project has been used to deepen knowledge, to link the theory of practice. Classical methods have verified all students' knowledge (theoretical and practical), the alternative have developed imagination, creativity and team spirit.

When classical methods are used in class, the teacher is the main pawn of the instructive-educational process. The use of alternative assessment methods helps students to solve their problems. Traditional methods are quick, effective, the alternatives are exciting for students, attractive, they are not stressful, but they are more time-consuming. The effectiveness of classical assessment methods consists of evaluating a larger group of students, while using alternative methods for a small group of pupils, requiring more advanced teaching material.

The use of modern assessment methods has led to the formation of learning skills that facilitated the active involvement of pupils on the one hand and encouraged the creation of a pleasant, relaxing learning environment while at the same time they were training and evaluation tests.

Students have been able to form a positive attitude towards evaluation, assuming good or bad results as a consequence of the effort. The obtained results highlight the fact that, in order to ensure success and school progress, a lot of involvement is needed, both from the teacher who has to adopt a multitude of forms and methods of assessment, as well as from the pupils.

Often, modern methods are considered modern, with the term "modern" having the connotation of something different to what is considered "classic". "Modern" does not mean something better than "classic", but rather something new, different from what is considered to be classic and an "alternative", a "complementarity" to classical methods. Current / modern methods are neither better nor worse than classical / traditional ones, but rather represent another way of evaluating pupils' learning outcomes, different from the established one, but in the interdependent and complementary to the classical, well-known and practiced way, especially in school.

Thus, the application of the assessments to the class of students was carried out with a view to adopting some decisions and ameliorative measures, correcting the shortcomings in the instructive-educational process, by shifting the evaluator's attention from "what the

student knows" to "what he knows to do "and, above all," the way it does to be performing and to achieve success. "

As a consequence, particular attention was paid to all the components of the evaluation so that it is an integral part of the learning process, to be formative and to offer a permanent feedback on the educational action in relation to the intended intentions.

All types of classroom assessments inform and warn in many situations about strengths and weaknesses in school pupil performance, focusing on positive-constructive results. Through self-evaluation, the pupil's involvement in the evaluation process was attempted, tobecome aware of the specific criteria, but, above all, understand the significance of the marks awarded.

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