EVALUATION AND THE PROCESS OF INCREASING THE QUALITY OF THE EDUCATIONAL ACT

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Abstract:*The evaluation is, from the point of view of the didactic process, the last step. It plays an extremely important role as it measures the degree of achievement of the assessed objectives, and also has an extremely important prognostic function. There are two types of evaluation, standard and unconventional, both of which have limits but also advantages. If the first involves measuring as accurately as possible the degree of achievement of objectives, based on standard tests and strict scales, leaving less room for the student's creativity, the latter is more permissive, the student having a higher degree of creativity , but the evaluation involves a higher dose of subjectivity. From the perspective of the final exams, the assessment is based on standard tests, where students are encouraged to respond by applying a pattern, and encourages less to capitalize students' creativity.*

Key words: evaluation, education, objectives, standards

Any process, any human activity has the purpose of evaluating. It performs several functions such as: knowing the stage of achieving the objectives being assessed, collecting the data needed to substantiate the decisions to be taken to improve the results, information management, assessment of assessed situations in relation to various criteria, prognosis.

We propose to talk only about the last function of the evaluation, namely prognosis, because it is the function that interests when a teacher makes plans for future assessments. We will present this feature in terms of positive or negative effects on learning.

There are situations when evaluative processes induce positive effects on learning, contributing to school success. This happens when value judgments formulated by the educator become models for students with real valences in the direction of cultivating self-evaluation capacity and in forming a correct self-image. The student understands the criteria on which the appreciation of the school results is based. In close connection with what we have mentioned, "assessing school progress helps to identify pupils 'interests, skills, and learning difficulties, all of which serve as prerequisites for school and professional guidance in line with pupils' abilities."[1] It can also be appreciated that a correct assessment leads to strengthening the link between the school and the family, but also to what the student perceives as self-esteem within the group he / she is part of.

There are situations when evaluative processes induce negative effects on learning.

This is observed in high school, in the 9th grade, when the student comes from the general school with the habit of a positive evaluation system, whose criteria of appreciation have not been sufficiently explained. The first notes taken at high school have a disappointing effect if they are not even now known as "expectations". From the point of view of the prognostic function, it is understood that the foundations of a future school failure are established. The same

[1] Ion T. Radu, *Evaluarea în procesul didactic*, București, Editura Didactică și Pedagogică, 2004, p.65.

thing, for other reasons, is also happening in the 12th grade, when the teacher rated positively in the three-year high school, but in the last year he wants to give the students an incentive to prepare their baccalaureate, giving lower grades . Even here the results will not be the expected if the scoring criteria are not explained according to the school curriculum and according to the baccalaureate program.

The whole issue of the evaluation is to be addressed from the perspective of the answer to a fundamental question: "how should the evaluation of the school results be conceived and carried out so that it actually supports the act of teaching, to guide and stimulate the learning activity of students and to enable the continuous improvement of the didactic process?"[2]

We will not answer this question in view of generalities such as the discussion of the essential conditions for the process of evaluating the school results to guide the entire course of the instructive-educational activity but to bring to the foreground concrete situations that arise in the classroom, when evaluating by certain types of tests or when making an unconventional assessment, referral type, project, case study.

The teacher takes into account the balancing of some competencies, the individual particularities of each student, who will be asked according to them, to achieve concrete, not accidental results.

On the one hand, the standard tests by which students are currently assessed do not impose a clear distinction between individual peculiarities, but they report the pupil to the curriculum and finally to the baccalaureate program, preparing it for national evaluations. In these tests there is more objectivity, the skills are clearly explained, and the requirements. The teacher can justify his / her grade, both to the pupil and to the parents, because he can draw up a detailed scale. The limits of this assessment can be seen in emphasizing some creative and personal interpretation skills of a text. The pupil is not required according to individual peculiarities, which often go unnoticed. At the level of these tests, where the literary text is fragmented, there is a discouragement of the act of reading, especially the reading of the lyrical text. The student can respond satisfactorily without reading more than the exposed fragment.

For the teacher, the standard tests are harder to elaborate, they require a scale to be displayed later, which should be discussed with students, but they are easier to correct.

Unconventional, individual assessment is complementary to standard assessment, here students can prove their analysis, synthesis, and interpretation skills. I refer to papers, portfolios and argumentative compositions. There are also some obstacles here, one is the internet, always an alternative for the student in times of crisis and inspiration but good at computer science. The teacher will formulate the requirement in such a way that the student does not have the possibility to download material from the Internet. As the student works at home, there is also the possibility that he receives "help", making the teacher's task difficult to assess. Then some questions need to be formulated to illustrate a significant sequence from the report, from the portfolio or from the argumentation. The teacher will prepare these "secret weapons" in time. Sometimes, if time allows, works can be done at school, along with the Romanian teacher, in the high school library. Clear evaluation criteria should also be established in order to avoid a positive assessment of ten on the line, and the student understands that the tasks received have not been rigorously formulated, thus minimizing the importance of notation and the importance of training.

[2] Ibidem, p. 66.

From the perspective of the prognostic function, we can say that unconventional assessment is closer to investigating the progress or regression of a student. It is noted, after written expression, the progress of reading or, on the contrary, its ignoring.

We have not left aside unconventional assessment methods by groups such as the project or case study, but there are reserves. French teachers claim that including the student in the working group is to cancel their personality. "The mass destroys the personality, it totally regains it: the mass mentality makes us regress"[3].

However, it should be taken into account the formation of mosaic groups, in which pupils with different types of intelligence are included, the tasks assigned to the teacher to be formulated according to these particularities, when a group project is carried out.

Finally, the project is evaluated up to a certain level (60 points), then, up to the maximum mark, the tasks assumed by each member of the group are evaluated.

As far as the case study is concerned, I must note the inefficiency from the perspective of the forecasting function. It is a chronophagous method for both students and teachers, plus the fact that while the students are looking for the materials, the teacher has delivered the minimal and selective information in class, so the presentation becomes uninteresting. It is difficult to evaluate a case study, admitting, however, that the teacher can also intervene here by questioning some aspects of the presentation and engaging the students according to the types of intelligence. However, one can not appreciate who is actually making progress, who is in regression, and what prerequisites are there for improving the regression.

Concretely, Romanian language and literature is highlighted in high school, higher education, the presence in the curriculum of some topics that are dealt with through case studies. The class XI manuals contain not less than 8 case studies, studied (the first 5) in a short time. From the pedagogical point of view, we consider that the multitude of these case studies is unproductive. Students have to go through the bibliography of each study at an alert pace and then make the presentation report. From the perspective of the baccalaureate exam, the method of studying these themes through case studies involves some lessons: only a part of the students study a case study case, the other students have their own deeper theme; the presentation of the theme by each group does not provide the certainty of the thoroughness of the theme by all students.

From practice, it was found that most students quit going through all the stages, hovering with downloading themes on the internet. The teacher, in fact, remains bound to punish or appreciate the work of each student, and to walk through these lessons in order to deepen the subject matter.

Oral evaluation is left in the last place, because, unfortunately, this is sometimes the case in the classroom. Too many colleges do not allow the teacher to organize "listening," unless it is frontal, therefore too subjective to be recorded. To this I would add the tern aspect of such a process, when the teacher deals with some students and the whole class gets bored, even if they "have something to do".

It is quite a different matter, with the subject formulated in advance by the teacher. As early as in the 9th grade, when the student is given the types of monologue and dialogue, the

[3] Jaqueline Combon, Richard Delchet, Lucien Lefevre, *Antologia pedagogilor francezi contemporani*, Bucuresti, Editura Didactică și Pedagogică, 1977, p. 93.

method of debate can be introduced as an assessment of the monologue speech. The method of debate proposes to approach a motion (a sentence that is the theme of the debate) from two opposite perspectives. That is why "in all types of debates there are two teams: the negative team and the assertive team"[4]. It can work in this way also on groups, while seeking the interest of the class. Evaluating a debate can give impetus to the creation of a research theme. Students understand that the argumentation skills, as well as the attitudes towards civilized and effective communication as a transactional social act, are evaluated in a debate. Assessing the performance of the participants in the debate should leave the idea that arguments / counter-arguments could have been better exploited in demonstrating a certain position towards the motion, and that the student's effort can be directed to overcome momentary bottlenecks and refine their own argumentative strategies. In fact, it is important that the students have gone through the documentation stage, that they have been able to identify, in the researched bibliography, evidence to support their arguments and that they have demonstrated their argumentative performance.

The teacher has to challenge them to find the truth themselves, to provide them with paths to reach a point of view that they can convincingly argue. Therefore, the continuation of the project debate is an activity that can round out the didactic approach in the sense of refining the students' independent thinking.

At the end of the debate there is an evaluation grid, which can be completed by the teacher and the pupils, including: using the bibliography, developing the theme, fixing the ideas to be presented, their argumentation, bringing the relevant arguments, bringing in the relevant arguments, and the opinions of others. A self-rating grid can also be attached to this grid.

In conclusion, we consider that conventional methods, such as standard tests with objective and semi-objective elements, and unconventional assessment (excluding case study assessment) based on debate, individual project or group project .

The forecasting function of the evaluation is highlighted in the formulation of future baccalaureate subjects, which would, at a mass level, capitalize on what has been done during the high school years. For the oral test, accessible topics are assessed that assess language and communication skills, and for the written test, competencies of writing, understanding, analyzing and interpreting both literary and non-literary texts are assessed.

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[4] Adriana Schnell, *Dezbaterea, metodă eficientă în procesul instructiv-educativ*, CEDU, Sinaia 18-22 apr., 2001