

## SPECIFIC SCHOOL ASSESSMENT (PEDAGOGIES)

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### **Abstract:**

*The interest of society to reconsider and revive evaluation in education has increased, especially when traditional curricula began to be seriously questioned. In education, assessment is currently addressed in at least two significant perspectives: sociological and pedagogical.*

*The sociological approach to the assessment of macro-issues lie and give meaning social control (institutional), measuring the social impact of education, hence the name of the external assessment or evaluation system.*

*Perspective pedagogical approach to assessment places the micro-system, ie the process, giving it meaning an activity centered learning issues defined through the acquisition of specific behaviors as the name of internal assessment or school assessment.*

**Keywords:** evaluation, internal evaluation, external evaluation, docimology, self-assessment.

Results from outside the education system can not be assessed separately from those obtained in the education itself. Unlike external effectiveness of education that has as benchmarks demands of society, and as a key indicator adequacy of the system and the "products" of his (quantity and quality of graduates) to these requirements, effectiveness and efficiency of internal education have the performance benchmarks and concrete results, in terms of acquired knowledge, skills, abilities and competencies acquired. These results are evaluated by those directly involved in the training process. Currently evaluating the results of the education system is done from the standpoint of quite a different concept compared to traditional appreciation usual school or to check your knowledge. The latter represented only a validation of some operations or just meant to prove the correlation between learning effects and the expected effects and whose means of control and the notes were ranking (ranking) students.

School evaluation is associated concern for measuring and estimating results and also the learning and teaching explain them. This assessment is not an end in itself or a check, but is the adoption of appropriate decisions and measures continue to improve and optimize processes mentioned above. As embodiment, this assessment is based on "specialized court" teacher on his professional competence, which includes that of the assessor. In other words, the valuation is not synonymous appreciation of classical notation, continuous control of student learning and classification (classification) students.

Theory and practice evaluation, which began to be imposed in European countries since the 70s of the last century is not just a simple extension of docimology (although it takes some elements thereof). Docimology was developed into a science exam, being founded by the famous French psychologist Henri Pieroni (1922). Such science was born from the need diagnostic accurate and more precise knowledge and skills, covering the systematic study of examinations and, in particular, the grading system behavior examiner and examiner variability assessing and conditions ensuring objectivity notation. However, docimology extension is part of practicing control and remains confined within the paradigm in which control was actually born. Around 1975 docimology issue has already become obsolete, no longer a question of examinations crucial pedagogical problem.

Unlike docimology new evaluation theory emphasizes the value and issuing value judgment on the value of learning, teaching and their effects. Evaluation work systematically and promptly seek to inform students on their school progress and performance on the progress and quality of their purchases during the school years. However, it tends to inform and teachers on the effectiveness of teaching, the value of either the teaching methods used, etc. So the assessment is designed and applied as a tool for continuous improvement of teaching and learning, the training process as a whole. Evaluation takes priority functions of improvement and optimization of learning and teaching, continuing their efficiency, maximizing results they produce. Students were always under examination, testing, to highlight the results and progress. Lately, noting it is not an end in itself or a means of classifying or exclusion, but a means of communicating information on the state of learning in order to improve and revamp its redefined objectives, reconsidering procedures Learning and Teaching .

To the old school assessment or verification, which was formed as a moment separated from the act of teaching and learning, authentic assessment becomes inseparable and indispensable part of the due course of this process. Therefore, the focus is on integrating the evaluation of teaching as a whole, the act of design and organization to that of the actual implementation of this activity. Basically, there has been a transition from the notion of control properties of knowledge to the concept of learning outcomes and assessment processes involved in such activity. Typically, school evaluation is done within: *results, performance, complex products, expertise, processes of cognition and meta-cognition, behavior, skills, benefits etc*

In the school context, the results are quantitative or qualitative products, short or long term effects. They can be: cognitive (knowledge, notions, concepts, rules, principles, theories, ideas etc.) *affective attitude* (attitudes towards education and work, interests, feelings, beliefs, etc.) or *psychomotor* (skills and practical skills, behavioral , driving etc.). Performance in the education system can be considered as a result something more complex and significantly longer lasting, "as a specific educational goal, something larger and less structured" [1]. As for learning complex products, which are products that contain unique creative, original, often with applicable character. As the object of evaluation skills are abilities to effectively use the acquired knowledge in different situations, "to combine capabilities and enable knowledge, abilities, skills and attitudes to achieve efficiency of a task" [2]. General disciplines and especially incorporates specific skills, which is a product of learning ( a mega result), and reference elements of the evaluation ..

They may also be subject to evaluation and outcomes of type genuine understanding, depth, fitness referral essentials, capacity for implementing the knowledge acquired

manifestation of critical thinking, the ability resolution independent thinking and creative power of analysis and synthesis , ability interpretation skills of investigation, referral capacity of meanings etc. Evaluation of such results, however, can not be separated from the quantitative assessment of the volume of knowledge, information, skills.

Besides the results, constitute the object of evaluation and processes that explain these achievements, ie training processes (objectives, content you reactivate the strategies used, supports teaching that support teaching and learning, project teaching and curricula, quality lessons etc.). The characters involved in implementing training processes, namely teachers are evaluated in terms of skills vocational teaching performance.

School evaluation intervenes to determine the value of acquisitions, the results, progress essential potentialities budding (skills, talents), forecasts (predictions) on possible outcomes or to certify (test) objectives, to take stock preparation, to rank or categorize students to select and guide future studies to detect learning difficulties, cases possible failures, improve and optimize the processes of teaching and learning, adjust the educational process, to determine the effectiveness (quality) and efficiency (efficiency) processes training, teacher performance value.

As a practical approach, evaluation is a chain (assembly) operations: *measurement, appreciation, decision*. The interdependence of these operations is that there are measurement to assess and assessment is essential to take an appropriate decision. Improving and modernizing assessment necessarily mean to improve or modernize the optimum performance of this suite of operations.

*The measurement* is job evaluation that allows gathering information about the properties or characteristics recorded results and competences, about traits given educational process. Data collected will be more objective, more accurate and more relevant measurement instruments (an oral, written and practical tests etc.) will be fine-tuned. Errors in measurement affects the following operations - the appreciation and adoption decisions. Once collected, data or information in question are to be assigned numerical symbols (numbers or numeric). A measure means "to assign a number to an object or event according to logical rules acceptable" [3].

*Appreciation* is an operation that is being developed is the time trial appreciative fixing the results envisaged. When the data is quantified in a score or an arithmetical figure acquires the significance of a synthetic indicator that concentrates itself around appreciation enjoyed an answer, a sample work, an exam, performance etc. For a number arithmetic to gain significance once attributed a note to express value results or performance, it is necessary that these findings relate to a numerical scale. Therefore, whether it is a matter of scale, the distribution of the results on a scale of values. Numerical Scale becomes an instrument leading to evaluation.

Most important is the fact that behind every position on the numerical scale, are certain demands and expectations that represents some *value criteria*, a so-called *context value*. From here, meaning that educational outcomes are dependent on these contexts value. We can say that the judge is to examine the adequacy between a set of data and a set of criteria drawn from the intended objectives. By processing and interpretation of information obtained on measurement, in terms of value criteria, the assessment provides a *qualitative* description of the results. If you keep the same set of criteria value the same context, note retains the same meanings originally assigned the same value. If we change this context, the note will change and she baseline. School experience shows that the same note in different contexts change their meanings. We emphasize that the best criterion is the valorisation of results is the *instructional standards* or precise

standards to be reported students' answers to questions or problems set in samples applied to assess. These standards must be uniformly distributed across disciplines in all schools of the same type and grade to reach the compatibility of the results.

Making *decision* is the end and purpose of evaluative act. There are two major categories of decisions: a) decisions concerning the recognition of results or refer to educational and vocational guidance and b) decisions that contingency with the education process, focusing on the improvement of teaching / learning.

Lately, we are dealing with *an extension of the evaluation area*, that the assessment is no longer limited to learning outcomes, but cover a very wide range of concerns and responsibilities, becoming multifunctional. So, we are witnessing an expansion to the results from the evaluation processes, from the preparation of students for the deployment of this training process. Assessing Learning allows both the mechanisms, stages and determinants of the value of work and education in its components or variables. Evaluation and assessment processes are complementary, in that first evaluation allows detecting weaknesses of education and the key to their explanation is sought within processuality. This requires direct action to investigate teaching, which in addition provides a basis for decisions aimed at improving both outcomes and processes.

The roles they undertake evaluation, *facilitation of learning and teaching* are closely correlated and are accomplished through the exercise several functions simultaneously impact on learning and teaching.

*Ascertaining function-explanatory or diagnostic assessment* is that it provides a more objective reflection and more accurate results, activities, processes concerned and a determination of the causes, conditions or factors that generated the situation.

*The oversight function (control or monitoring)* involves carrying out checks objective, systematic and rigorous goals, progress, efficiency actions. In the event that any of these issues shown unsatisfactory be taken remedial action. If teachers want to influence learning outcomes by processes evaluative that they use "should formulate clear goals, communicate explicitly students these goals, build instruments for measuring fair value and available with which to test the extent to which accomplished these objectives "[4].

*Feedback function* refers to the fact that the assessment helps to promote learning and teaching to the extent that fails to provide a reverse connection systematic and acknowledged by both partners involved in carrying out these processes.

*Improvement function, improvement and optimization of activity* is that information inverse provided can confirm or deny the success / failure actions, achievement / attainment of objectives, signs that may lead to clarification and structuring best of ideas on measures improvement or optimization of learning or teaching.

*The function of motivation, stimulation or boost learning* refers to the fact that the questions, examinations or reviews frequencies are likely to give a boost cognitive arouse desire to succeed at school, to remove the fear of failure, anxiety and so on legitimate reasons at school. It is totally unrealistic to believe that students are tempted to learn regularly, systematically and conscientiously in the absence of regular review.

*Forecasting function* refers to that assessment facilitates making judgments prediction, anticipation about the possible evolution of the activity and the future development of the students, the results for which it is hoped in the future. Systematic evaluation of results, skills,

attitudes and interests, personality characteristics, guidance or counseling supports the students, their academic and career orientation.

*Stimulus function to develop the capacity of self-evaluation of the students* is that in terms of appraisals coming from abroad, students are trained to independently assess their own results to education, to critically analyze their efforts. At the moment, there is a trend visible as any act of assessment contain one form or another, an element of self-assessment, student involvement in the assessment process.

*Formative and educative function* is that evaluation brings its own contribution to strengthening training and education act, the student's personality structure in the spirit of authentic values. The main purpose of the assessment, human perfection remained. Therefore, modern pedagogical conceptions concerning the assessment in an educational perspective, humanistic. Losing sight of internal evaluation purposes could make the assessment to lose its *raison d'être* and effectiveness.

In the exercise of their functions overlap evaluation become complementary, not acting independently, isolated from each other.

How to integrate evaluation structure training processes throughout their deployment *strategies are called assessment*. Guest most commonly used and most beneficial are: *initial diagnosis, current, formative, summative progress, completed self-assessment*.

*The initial assessment* is required for measuring learning achievement of the prior level cognitive behavior initially to determine the starting line of a new training program. In this regard, relevant words are renowned pedagogue American Ausubel which emphasizes "what most influences learning is what the student knows departure. Make sure what it knows and trained accordingly "[5]. Such an assessment is needed eventually to restore or remedy a state of affairs to apply a short program of recovery or rehabilitation fundamentals that will be involved in supporting learning next.

*Diagnostic assessment* is the evaluation strategy centered on student and teacher. When is student centered, it performs functions: inventory of existing procurement at a time, to detect any differences between the achievements finding learning capabilities of students to educational and vocational guidance, discovering the causes of failures, difficulties. Where diagnostic assessment is teacher-centered, it is meant to show the developmental needs of students, to help the teacher to multiply the ways to stimulate optimal development of students, to highlight the characteristics Differential subjects , strengths and weaknesses of the teaching process.

*The current assessment (immediate)* is performed during daily lessons in order to seek to achieve operational objectives, obtain immediate results, the progress of students encountered difficulties and mistakes and remedying them. The main methods and techniques used in the current assessment are: oral questioning, written tests or short practices, allowing assigning grades or marks communicated immediately and past students and books in their catalog.

*Predictive assessment* is done to determine the availability, capabilities, skills for specific areas and develop predictions on the results to be obtained in the future. Without the use of detection tests, predictive value assessment is significantly reduced.

*Formative assessment*, evaluation is the type that starts from the division of matter (discipline) units, ie well defined parts. For each unit are set objectives. By using samples or diagnostic tests, formative and progress, appropriate traveled administered at the end of each unit, it can determine whether each student has reached to acquire the matter properly. This type

of evaluation, as otherwise, the name of a show, fulfills a formative refining and developing the potential of learning and teaching, relying on feedback mechanisms immediately operative. Applying this strategy evaluation requires a rigorous organization of teaching competence in specifying objectives in setting tasks in the choice of valuation techniques. It depends on the ability of students and teachers to analyze the information return (feedback), the results of their actions and be operative in their self-regulating or regulatorsinterventions .

*Summative assessment* is an evaluation of balance training, which comes at the end crossing a set of learning tasks that constitute a whole (syllabus or larger part of the curriculum) or an assessment indicating the results at the end of a learning period (year school semester course of study). This strategy evaluation focuses on comprehensive income, balance and learning is achieved through various procedures of assessment questionnaires, written assignments, tests, grids, project presentations, exams. Summative assessment concludes with a note or assignment of a rating or certificate, a diploma etc. Which is accused of this type of evaluation is that this assessment occurs more pre late to influence anything can improve results and recovery process already undertaken. However, summative assessment can provide lessons for the future conduct of educational activities.

*Evaluation of progress* is a benchmarking of to two stages (points) distinct and successive in time of the education process. The comparison is based on performance criteria recognized. If the new phase (new arising) is regarded as superior to the earlier it will be characterized as a breakthrough.

*Self-assessment* involves assessing the student and the teacher himself. It is possible and necessary, serves as self-knowledge (self-awareness) and development of self-consciousness (self-consciousness). The importance of the assessment with students consists of the following: helping the student to be involved in the assessment process and be aware of the specific evaluation criteria, encourage the student to develop metacognitive processes , self-regulation processes, contribute to awareness conduct and the adaptability of its learning and school work requirements, develop a critical attitude to himself helping the student to realize his own limitations and progress, develop the ability to improve their performance. Self-assessment is important for teachers because it helps maintain a critical attitude opposite their practices, causing them to adapt more effectively to a situation or other training.

The issues to which we have referred to here characterized obviously *formal assessment*, organized, systematic, explicit and related to the final achieved through structured methods and techniques. We can not, however, overlook any specific contribution of the *informal assessment* of the image of our overall about students. That assessment "shall refer to chance observation, the goals implicit rules intuitive and subjective assessments" [6], they can influence teacher attitudes towards different students.

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