

The Real Forming Evaluation – A Finality of an Teamwork Evaluation That Exists Inside the Educated Student - Instructor Binomial

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Abstract: A real forming evaluation needs to be an evaluation that is focused between those that learn and those WHO organize the education. The school system aims towards a training for the social and professional insertion, having into consideration on one side, the individual capacities and on the other side, the present society characteristics, mainly the future ones. Onto this insertion contributes the evaluation. The examinations, for instance those for an academic enlisting, give the right to follow a certain training route and those for graduation, give a certain training level, a professional competence that it is recognized on the labour market.

Key word: educational evaluation, evaluation types, objectives of the evaluation, docimology, forming evaluation, grading and evaluation, standards, skills, criterion evaluation

THE PURPOSE AND OBJECTIVES OF THE EVALUATION OF THE SCHOOL EFFICIENCY

The educational evaluation – the measurement – makes a complex process that allows the knowledge of the efficiency of the learning system, mostly in regard to the technical and professional instruction.

The evaluation assumes the estimation of the value, number, importance and size of some works (it is similar with appreciation, expertise), in compliance with Petit Larousse dictionary, Larousse libraries. Paris 1965, page 408. The evaluation lies in relating the evaluating products to the models, at a paradigm, at a standard, a reference point, by using comparison instruments with the measurement standard.

The evaluation assumes at the same time “the establishing of a judgement (individual or collective) with regard to a method, a project or a session. The evaluation is done in relation to the aimed purpose (for instance, definition of the expectations, personal satisfaction, analysis of the expectation etc) in compliance with objective criterions and a conventional scale (Roger Mucchielli, Active Methods of Adults Pedagogy, Bucharest, 1982, page 124).

The science has the exams as a teaching subject and mainly, the grading system including the behaviour of the examiners and the examined ones, therefore, the evaluation, is named DOCIMOLOGY.

By the evaluation it is done a reporting:

- of the instruction – educational activity results related to the scheduled objectives, which represents an evaluation of the quality:
- of the results from the sources used, throughout an efficient evaluation
- of the present results related to the previous ones, by the evaluation of the progress.

From the evaluation, the professor and the student realize the level of their training, the lacks and depending on them they choose the way to improve the training.

THE SOCIAL AND EDUCATIONAL FUNCTIONS OF THE EVALUATION

The main functions of the evaluation are for the controlling, self adjustment of the system (feed back), prediction and selecting functions, also education and social informative functions. By the evaluation it is controlled the access of the student to situations in which the number of places is limited.

1. The Social Function

The school system aims towards the preparation for the social and professional inserting, having into consideration the individual's capacity and on the other side, the characteristics of the present society, mainly the future ones. At this, the evaluation's

inserting has a contribution. The examinations, for instance those for academic enlisting give the right to follow a certain training route and those for graduation, give a certain training level, a professional competence that it is recognized on the labour market.

2. The Pedagogical Function

By the evaluation it is achieved:

The control of the progress, evolution, but also of the hardships the students have to face in the instruction process. Sometimes, throughout the evaluation process the students are kept under control, showing in this case a special type of pervert function.

Professor's self control as a self adjustment of the teaching – learning process.

The control of the content – the results of the evaluation represent premises for the curriculum adjusting.

As a rule, what it is tested, evaluated is taught, mainly assimilated and what it is not evaluated, even if it is taught, it is not learned.

The control of methodology – that determines the adapting of the teaching methods to the testing methodology.

EVALUATION FORMS AND TYPES

The pedagogical evaluation, having as a main purpose getting familiar with the efficiency of the education by relating the results obtained by the students to the conceived objectives, contents and adapted strategies, has three basic forms:

1. the initial evaluation – done during the entire teaching – learning process
2. the continuous or forming evaluation – doing during the entire process – by making some valuable judgements regarding the efficiency of the education and having as a target the improvement and continuous progress of instruction process.
3. the cumulative or summing evaluation – as a final evaluation (by the end of the chapter, quarters, course, school year or cycle)

By adapting different criterions, we can notice many types of evaluations:

- a) According to what is being used, a standard or a criterion, there are:
 - a norm evaluation – that is using the norm and gives data about the position of the individual in students collectiveness
 - a criterion evaluation – that uses a criterion and gives data about an individual's performance, related to how much of the task he / she had achieved,
- b) According to who is doing the evaluation there are three types of evaluations:
 - An internal evaluation – achieved by the same person that is doing the teaching – instruction process
 - the external evaluation – achieved by a person that is outside the process
 - self evaluation – that is done by the person that is learning
 - hetero evaluation – confronting the professor's evaluation with that of the students
 - co-evaluation – reciprocal evaluation of the students

There are many other types of evaluation – from which we remind: the formal – informal evaluation, prognostic diagnosis, process – product, punctual – continuous, evaluation by figures (grades, scores - by letters (A, B, C, D), by qualification (FB, B, S, IS), or by codes (plus, minus).

OCCUPATIONAL PROFESSIONAL STANDARDS – EVALUATION GUIDE MARKS

Any evaluation is done by a reference to an etalon, a standard.

Professional standard is defined by the set of quality norms applied to the competence levels that provides high quality performances in a certain field, sector. Within

the standard are recorded the professional duties that were considered in the real existing situations, the fulfilment conditions (parameters), the performance competences detailed per units and their evaluation tests.

The educational standard, as a forming reference, certified by a diploma (certification, attestation) consists in the presentation, inventory of the skills to be shaped for the fulfilment of certain skills at professional level. Practically, the professional standard is interpreted in forming terms by operational objectives, ways, routes, forming strategies and evaluation procedures.

The process for reporting the evaluation to the standards is subjected to two stages:

- definition of occupational family in which the profession is included to provide a basic – key training for a wide professional range, depending on which are defined the general forming objectives :
- delimitation of the kindred jobs that will provide a flexibility and mobility in the training in order to establish the specific objectives, alternative modules and possible routes;
- Analysis of the actual and perspective professional activities, including the description of the situations to be confronted, the ways and conditions for practising and also the competences needed, behaviours, initiative capacity, creativeness, responsibility and communication.
- The comparison of the evaluation criterions of the technologies in the respective activity sector with the adequate competences and capacities needed to be formed;
- The identification of the performance competences and the detailing of the competence units;
- Projecting the modules and interdisciplinary dosage of the studying topics and the forming structures;
- Definition for each branch of instruction of the capacities required for the qualification to be certified;
- Analysis and transposing the skills into operational objectives ;
- Definition of the evaluation criterions and tests (tests, practical examination, forming balances, exams, preliminary exams, projects, etc);
- Validation of the competence units while their objectives are being fulfilled;
- Certifying the qualification by a diploma, if all the competence units that make it are being fulfilled.

GRADING AND EVALUATION

A measure means to assign a number to an object or event, phenomenon, based on a rule rationally accepted. Getting more familiar with this and discussing about education, the measure proposes to associate figures (grades, scores) with the educational efficiency of the students.

By its value, the grade represents a force that certifies the student's success, which success depends of the simple summing up of the grades obtained by the average. The motivation to learn is triggered by the desire of the student to be at the highest level that is above the average.

Sometimes, appear some random aspects in grading, so that the grading is randomized. From here appear some discrepancies in the evaluation coming from two examiners, between two schools, two countries or even undeserved grades or even paid ones. In order to have the exact value, the grade must be given based on a rule logically accepted and with a strong back up.

1. Distortions in the evaluation can occur in many cases:

By getting influenced because the previous results are known or because of knowing the personal data of the evaluated students which didn't have direct connection with the evaluated product;

By the use of different grading scales (some professors consider 3 as a bad grade, others consider 1 as a low one, others 0);

the appearance of the halo effects type, after a very good paper of a student, the papers of the next students being under evaluated, while after a very bad paper, the next papers are over-evaluated;

the psychic status of the evaluator make different the grading and evaluation between two stages;

2. Modalities to fade away the discrepancies in grading in order to be more objective:

V. a unique reference model

- the same reference marks on the measuring scale.
- well defined norms
- analysis of the scope (target) and detailing into distinct elements with points allotting, if noticing their existence in the corrected paper
- multiple correction to avoid the mistake
- Reducing the grading scale in order to lower the distances between a very severe examiner and the very indulgent one (in 5 steps)
- using the instruments that remove the subjectivism (questionnaire like with multiple choices)
- distribution of the evaluated lot by statistic criterions (Gauss curve)

SUGGESTIONS FOR A FORMING EVALUATION

So that the evaluation will lead to such a forming function, it has to fulfil certain conditions:

- to be analytical
- to offer information that are useful to the student (why 8, like person X, yet their products cannot be identical)
- in order to progress towards a forming evaluation it is necessary to evaluate one side and from very beginning to identify the components of the global capacity (for instance, an essay can be assigned a specific value – points, scores – for the plan, language skills, originality of ideas, orthography, so that the students can know for what his/her score was low or higher.
- A real forming evaluation is required to be an evaluation done as a team, between those that learn and those that organize the instruction
- in order to lead to self evaluation, the student has to know the complete inventory of the competence units and the fulfilment conditions, to know also the value of the grading.

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