INDICAȚII ȘI RECOMANDĂRI METODICE / DIDACTIC SUGGESTIONS

THE EVALUATION PROCESS IN EDUCATION

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Abstract
The paper deals with the problem of evaluation which helps the persons involved in the educational process make decisions. It also deals with some of the mistakes that both students and teachers can make when being evaluated, namely when evaluating.

On the one hand, students need the evaluations in order to help them know what knowledge, skills, and attitudes they have acquired and where they still need to improve.

On the other hand, teachers have to make the correct appreciations in order to weigh the mistakes appropriately. They also need these evaluations to assist them to plan, implement, and revise their instructions.

However, the necessary tools have to be chosen in order to make of mistakes a truly effective learning experience.

Keywords: *evaluation, educational process, decisions, mistake, students, teacher.*

Rezumat
În articol, se analizează problema evaluării care îi ajută să ia decizii pe cei implicați în procesul educațional. În lucrare, se menționează, de asemenea, câteva dintre greșelile, pe care le pot face atât studenții, cât și dascălii, când sunt evaluați, respectiv când evaluează.

Pe de o parte, studenții au nevoie de evaluări pentru a-i ajuta să înțeleagă ce cunoștinte, abilități și atitudini au dobândit și ce mai trebuie îmbunătățit. Pe de altă parte, profesorii trebuie să aprecieze corect greșelile. Ei au de asemenea nevoie de aceste evaluări pentru a-și planifica, implementa și revizui explicațiile. Cu toate acestea, trebuie alese mijloacele corecte pentru a face din greșeli o experiență eficace de învățare.

Cuvinte-cheie: *evaluare, proces educațional, decizii, greșeli, studenți, profesori.*

The age of the students is essential when deciding what, when and how to teach. The skills, the needs and the abilities are different and they depend on the age of the learner.

To educate students effectively is to provide students with the opportunity to reach their potential and make a contribution to society. This is possible only if teachers obtain data and information about the progress that each student makes, what the student knows and can do, and what must be done in order to develop and encourage the student's educational development. Student assessment and evaluation help the persons involved in the educational process make decisions. Credible assessments and evaluations help students know what knowledge, skills, and attitudes they have acquired and where they still need to improve. The information that

they get from the evaluations, helps them to realize where they stand and to set goals for their future learning process.

At the same time, teachers also need these evaluation results to assist them to plan, implement, and revise their instruction. Research on teaching reveals that the assessment and evaluation of student learning is unquestionably one of the teacher's most demanding and complex tasks. Teachers use their professional judgment to ensure that their assessments are relevant to and representative of the learning outcomes their students are expected to achieve.

On the one hand, students need information about their strengths and areas of need in order to focus their efforts, ask for help, have faith in their ability to learn, and make decisions for their future. On the other hand, teachers need information to determine student needs, evaluate the impact of their instruction, prepare written and oral comments, assign grades, and maintain student confidence.

When evaluating, the teachers have to give valid results and make meaningful remarks and they must not leave space for misinterpretation. Teachers need to consider why the assessment is being done, who is being assessed, and what is being assessed before they begin to develop and implement each assessment method they will need and use.

They should also ensure that the assessment tasks are representative of the knowledge, skills, and attitudes identified in the purposes of the assessment, but also to use different assessment methods to ensure clear indications of student performance. The instructions have to be clear and complete so as to be appropriate for the ability or even the age of the students.

In addition, the teachers have to make the correct appreciations in order to weigh the mistakes appropriately. This is usually a key point when it comes to correcting the students' productions. The teachers should make sure they know what they are assessing and give each aspect of the students' production the proper relative value it has. If they are testing a student's oral skills, those mistakes that are usually corrected in grammar, spelling or tenses exercises should stand in second place. If reading comprehension is being tested, it is the understanding of information that must be evaluated.

The teachers should not make the mistake of being influenced by vocabulary, spelling, and/or sentence structure when the intent is to assess other learning outcomes, such as content and reasoning. They should also not be too severe or too generous, based on a previous rating or impression which may influence the present rating, the halo effect.

When detecting a mistake, in oral or written evaluation, a positive attitude is fundamental when correcting it. A soft tone of voice and a warm speaking mode or some less critical remarks, are definitely more effective

than other less friendly ways of reacting. Students will appreciate a pleasant and respectful correction and they will learn to respect the value of mistakes in their process of learning. It will be a step forward and not something to be ashamed or scared of.

Even when mistakes are made, they show teachers that their students are actually on the move towards learning, so it should be regarded as a positive aspect of the evaluation process.

A teacher should not make such mistakes[2] as not being constructive or respectful, but should take decisions which are in the best interest of the students. The background of each student should also be taken into consideration when evaluating (e.g. gender, ethnic, culture, socio-economic or ability)[3]. For example different "yes/no" or "true/false" exercises in different grammar books, seem to test the Geography/History knowledge than the English knowledge without considering the fact that there may be students from different parts of the world solving the exercises (e.g. a "'yes/no" exercise such as[1]: "Mary was born in York. Is she British?). Teachers should pay attention to such exercises because students are supposed to be tested on their language skills, not on their knowledge of the world. If a student answers wrongly because he/she is not familiar with a particular piece of information, he/she is not to blame.

It is difficult, if not impossible, to fight against mistakes and it is human for both students and teachers to make them. Still, there should be common efforts to eliminate such mistakes and to create a proper atmosphere, but also to choose the necessary tools in order to make of mistakes a truly effective learning experience.

Notes
[1]Harmer, 2001.
[2]Norrish, 1983.
[3]Rea-Dickins *et alii*, 1993.

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