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## EVALUATION AND ASSESSMENT OF STUDENTS ACHIEVMENTS

**Abstract:** This paper will address the issues of assessment and evaluation of students achievements in order to motivate and support their development in learning and in the education process in general. Often the learning assessment and the evaluation process is equated with the final summative, usually numerical result.

In our country, many times, in the last two decades, a series of trainings were held about the criteria which is necessary to be used in the assessment as well as training about the type of instruments and methods that are enable it in both segments: in teaching and in the examination of what has been learned (abilities, competencies, skills and knowledge). The paper intends to confirm its importance and to pay attention to several important points of the evaluation process, summative and formative evaluation (oral feedback as basic form of encouragement and motivation for students to continue the learning process within and out of the class, as well as written feedback, ranked questions, class discussion, and performance activities, tests, essays...) Also, the paper will address the national standards for student achievement and the possible relation for complementarity and interaction, again in the direction of proper evaluation and assessment to achieve standards after completing primary education.

**Keywords:** Learning assessment, Evaluation, Teaching, Standards

### Introduction

This paper is dedicated to the issues of valuing and evaluating students in the direction of motivation and support of their development during learning and in general in education process. The reason why we decided to write on this topic is the still present problem with the assessment and evaluation of students and their achievements within the educational system. The trainings about formative and summative assessment have been continuously going on for almost two decades in collaboration with established and relevant experts on the subject. Also there are currently still going on online through the EDUINO platform. The trainings seem to make a contribution, but the effects are showing very slowly. On the other hand, Nacional standards were established in 2021 as outcomes results from the nine-year primary education. Whether and how much they will be a real motive and challenge to achieve them, its early to say. The most important is: **if** teachers will use appropriate strategies to implement them in the teaching and learning process as well as strategies for their achievement and **how** they (teachers) will organize that. Any change is successful only if it makes a real change in the classroom where the real place to apply all the innovations is.

### Definition of Assessment, Assessment Tasks

Assessment is a part of all curriculum areas and covers various aspects of learning. This means that it refers to all the contents studied by the student and does the checking if they have been learned. Or, assessment is the process of collecting data and making judgments about student achievement

in relation to certain performance criteria. On the other hand, evaluating process allows teacher to plan and creatively come up with next steps. Assessment, can be a motive or a punishment for the student, although its essential value consists in making a combination of teaching and learning, whereby the *final product*, will be acceptable for all, or it will be seen as feedback on the teacher's achievements in teaching and the achievement of the adopted knowledge by the student.

Formative and summative assessment are two points about how assessment is defined, i.e. assessment for or during learning and assessment as a final, summarizing the results for certain contents at a certain time. A good summative grade, but we do not mean good as a qualification that will make just the student satisfied, but good in the sense that the grade is justified or a set of subsequent follow-ups, indications and directions for the student.

### **How Can We Define These Two Types of Assessment?**

Formative assessment should be seen and implemented as a relation or rather like a process of cooperation between the teacher and the student. Such a relation with the student, promotes learning, promotes achieving higher results. On the other hand, proper formative assessment creates an active student who evaluates his own progress. We underline, achievements are measured, not just results or outcomes. Learning assessment is a traditional way of testing of the student's knowledge. The student is subject to assessment in order to verify his knowledge. Summative assessment is often numerical. The compares student achievement to expected standards for that age and with the submitted material. Most of the time, only this feedback goes to the parent as information about what the child has achieved.

This perspective, formative evaluation serves to improve, control and check the progress in the learning of students or the activities of students and the teacher in relation to the achievement of a specific goal. In fact, the goal of monitoring is to improve learning efficiency. This means that the teacher has the task of recognizing and analyzing the obstacles and thus helping the student to overcome the obstacles regardless of their nature. For this purpose, observations, discussions and learning controls are made. Those forms of work with the student contribute to him setting and defining learning goals. When we work with formative forms of assessment, transfer automatically follows in the following direction: – goal-oriented learning, rather than purely content-oriented learning – individualized teaching, instead of teaching in which all students solve the same tasks. The evaluation is for what has been learned and it is the definition and verification of the student's knowledge, to what extent they have achieved knowledge on a specific topic or topics. The question of objectivity and reliability of summative assessment as well as the question of motivation and support during formative assessment are crucial in both types of assessment. What are the elements of assessment that challenge objective assessment? Most often this is due to integrating elements that have no relation to the current situation: past achievements, good or not, wrong assessment of abilities, the individual versus the achievements in the class and even the aspect of discipline.

Now the question is about the instruments and methods used for assessment as well as the ones set the teacher's evaluation criteria. Are the students familiar with them, what is the way of their interpretation? These are just some of the aspects that should be defined by the teacher. The aspect of the individual versus the whole, we mean the student versus the class, you also have to be careful. The teacher must not always have *reserved places* for *good and bad* students. Their changing position is his biggest challenge. Otherwise, the motivation will disappear regardless of the interesting strategies and techniques that will be applied in the class. Although we underline that evaluation is something that is connected with instruments for its realization and forms that should be correlated with the teaching content and concepts that should be adopted, but also with the goals, that is, the learning results. It is important for all actors of the teaching process that the assessment is aimed at better results for the student, provides complete information about the

achievements, is implemented with several methods, thus ensuring reliability. Evaluation should be conducted continuously, fairly and transparently.

## **Application of Assessment**

Achieving results for the student, especially for students where motivation is not on a high level or is based on other elements of the student's personality, sometimes that turn prevent rapid progress or progress that is desired, especially depends on good feedback. When the student is informed of what he has achieved, and what he needs to do to achieve more than the goals which are set in part of the programs in individual departments as something that needs to be achieved, i.e. the learning results that he is expected to achieve. Which specific feedback that the student would receive would be good? In short, that feedback that, in addition to adequate descriptions of what has been achieved, will contain support and steps for further achievements. In all instructions given for assessment by means of oral or written feedback, the principles of respecting what has been achieved versus what has not been achieved is a priority. This means that the student should first know what he needs to know, how he should learn it (by making mistakes, asking for help, he will be aware of how much he has learned and plan what he needs to learn). On the other hand, the teacher should go through the path of diagnostics, connecting prior knowledge with new contents, consciously setting the criteria for success. Therefore, it is important that the teacher sets appropriately structured activities, that is, appropriate activities for what is being learned. For the realization of the activities, it is necessary to give constructive comments related to the goals and criteria. In that process, students develop self-awareness, and that's how, they build their metacognition. When giving positive feedback, students are praised for their engagement, and at a younger age even more so (so that they are not limited to abilities that will essentially continue to be built continuously), because students should not perceive mistakes as something irreparable and they should learn to compare themselves with themselves and not with others. In terms of formative assessment, there are special strategies and techniques that are cataloged as assessment methods: questions for reflection, special time for reflection, *traffic light*, assessment of papers by other students, self-assessment, independent creation, creation of assessment criteria by students themselves, mind maps, plus-minus-interesting, idea circle, right angle, six hats, learning journal, one sentence summary, one word summary, I have the question who has the answer, quizzes, portfolios, checklists, think-exchanges – shared, anecdotal notes. During summative assessment, it is important to apply such ways that will provide more information, in different ways, about what has been learned from a certain topic and for a certain period. A good assessment tool is an essay question. An essay by its very definition includes presenting an opinion based on acquired knowledge, collected facts and arguments. It is also recommended as an assessment method when the higher objectives of the curricula are to be assessed. The essay, despite its apparent breadth, requires the teacher to ask a concrete question that will be understood by the students, that the question is related to the teaching objectives, and the teacher will define what outcome/result is expected from him. When asking the question, it is necessary to set and share evaluation criteria because this type of evaluation may be an issue for discussion for certain bias and arbitrariness. Another important way of summative assessment is knowledge tests. During their preparation, the teacher inspects the curriculum, finds out the level of prior knowledge and thereby determines the time needed to learn the following lessons. At the same time, through the tests, the teacher validates his efficiency in teaching. In the teaching process, the teacher needs to connect or stratify the global goals or learning results from the curricula and shape them into special activities, Petroska-Beška (2007) points out. When specifying the goals, it is possible to measure them with the help of knowledge tests. Concretization implies the measurement of a specific activity. At the same time, the statements that are formulated and addressed to the student require the setting of an active verb that indicates the behavior that the student should manifest

in relation to the given teaching content (Petroska-Beška, 2007, p.6). The tests contain questions that check the learning objectives that are subject to cognitive processes and are related to the six categories of Bloom's taxonomy: knowledge, understanding, application, analysis, synthesis and evaluation. The tests applied in teaching are tests that belong to the so-called informal tests, which means that their preparation and implementation is done by the teacher. Also, he sets the criteria, and the tests themselves should not have metric characteristics – Petroska-Beška (2007) points out. It does not mean that the test is going to be really informal, but it should be made concrete and gradually prepared (global goals, specific goals, clear indicators and criteria, determination of the type of questions, compilation of questions, order of questions and instructions for solving them). But when asking the questions independently, and in general when operationalizing the teaching goals/results, how real are the active verbs in such statements and questions? According to Dimovski, Malceski, Malcheska, (2019), “The answer to this question lies in the fact that teachers are mainly try to fulfill their obligations, but their formulations of the teaching goals remain insufficiently specified, so as such they are uncertain way isolated from the process of checking students' knowledge. In practice, teachers formulate the goals mostly formally, due to the obligation to do so.” (Dimovski, Malceski, Malcheska, 2019, 110). The authors Dimovski, Malceski, Malcheska, (2019) also believe that the curricula have their own shortcomings, such as content overload versus the lack of specific examples of specific learning results and standardization of achievements. This leads us to the next point of our paper, which is the standardization of the students' output achievements, as a national framework, but also the setting of standards within the programs themselves by topics and by areas for the sake of greater “operationalization”.

## **National Standards**

One of the points that the competent institutions, Bureau for the Development of Education, determined as a problem was the lack of good, empirically based descriptions of different levels of achievement in the teaching subjects, to which it would be possible to easily “tie” grades. The guidelines given for diagnostic, formative, microsummative and summative assessment in primary education programs since 2007 have moved things forward, however the definition of objectives and their operationalization to arrive at appropriate activities and assessment instruments were not entirely clear. The assessment standards that were additionally developed as an annex to the existing curricula last decade did not come to life completely. But the reform of teaching in vocational secondary schools, experimentally in 2018 and regularly in 2019, was the beginning of entering student-oriented learning results and achievement standards from which the teacher will take the evaluation criteria, i.e. in the column dedicated to the standards easily the levels built on suggested active verbs from Bloom's taxonomy are visible, and as such easily connected to any numerical grade. The results of such changes will have to be defined with output national standards for secondary education, which will complete that process and then the concerns about proper implementation will remain. Furthermore, it is necessary to establish continuous monitoring and possible revision if it is concluded about some points of applicability. The newest programs, which are at the beginning of their implementation in primary education, are developed on the basis of the adopted National Standards for the achievements of students at the end of primary education. The document established in 2021 is based on the key competences for Lifelong learning from the European Reference Framework in correlation with the needs of our educational system, and contains 8 areas with competences by subject areas and transversal competences. In accordance with the standards, and related to the new programs, formative assessment takes precedence over summative, which means that the students' progress will be monitored and recorded daily. It is also represented in the lesson scenarios. In relation to the national standards, the divided areas: Language literacy, Use of other languages, Mathematics and natural sciences, Digital literacy, Personal and social development, Society and democratic culture,

Technique, technology and entrepreneurship, Artistic expression and culture, contain standards related to knowledge and skills and attitudes and values. On the question of their applicability, we can say that the standards in themselves as a general form represent a typical model according to which it is expected to plan and implement teaching. The existence of standards in some way generalizes what should be the output result for the student and his knowledge, skills, competences, attitudes, values. At the same time, it is a direction, a direction in which the teachers will prepare their lectures and teaching. So, the standards need layering, but it is necessary for the teachers to do the same in their planning for the realization of the teaching in accordance with the program contents and combining the cognitive, affective and skills field as a whole. The processing, adaptation, ie leveling of the standards should also be in accordance with the age of the students and their real possibilities. The national standards that should be implemented in teaching are also differentiated in each grade according to the needs of the specific curriculum. Their elaboration should help in their easier acceptance and implementation. The programs that have been reformed contain standards for evaluating achievements for each content, while examples of activities are given for each standard. The expectations of this program setting are aimed at the correct use of these documents.

## **Conclusions**

How to find the connection between what needs to be achieved and what needs to be measured? Why is the problem of empirical evidence for assessment so big? How to provide evidence and how to value correctly? Is the key only good techniques and learning strategies for teaching, or is it part of everything that should be connected to how we measure students' knowledge? Let's remember one fact: in addition to giving correct guidelines and examples for assessment, there are manuals with good practices and in each of them there is a note that students always achieve more when they have clearly set assessment criteria, that is, the teacher should indicate which assessment standard of the achievements should be realized at the moment so that at the end of the school year they have achieved the results of learning for each topic/area. That's why we return to what was previously stated, the need to connect teaching goals with specific activities, that is, the standards and their connection with specific activities through which those standards will be achieved. At the same time, the formative assessment still has the goals that have been defined a long time ago, but on this occasion we highlight the most important feature of the formative assessment that applies to the student – the assurance that everyone can improve. A key role is played by quality feedback that provides: information about achievement, appreciation of what has been achieved and directions for improvement. Feedback should be specific, that is, individualized to be effective. The teacher should always be directed to the standards and they should be the guide in the realization of quality teaching, because the standards are descriptions (general descriptions) of the levels of quality and quantity of knowledge that is expected students to reach at the end of a certain period of education. Curricula determine what students should know and be able to, as a result of adopting the contents that the program foresees, a achievement standards represent concretization and differentiation of achievements by levels. Exactly this kind of concretization and differentiation enables an objective and valid view of the students' achievements and facilitates their measurement and valuation (Dimovski, Malceski, Malcheska, 2019, 110).

## **The Specific Points from This Paper**

- Evaluation is a process through which the connection between the standards on the one hand, and the teaching content on the other is established.
- Evaluation and assessment should not be connected only with a numerical result, but should be connected with the standards as a line along which the student will move if it is guided correctly through the formative assessment.

- Evaluation must be constant, that is, monitoring should be constant, the instruments should be empirical, measurable and provide accurate visibility of what has been achieved.
- The measurability of the tasks depends on the success in the “translation” of the goals/results from global to concrete, that is, to activities. Activities are a way of achieving a standard that is shown through an active verb that in turn guarantees measurability.

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## TERMINAL VALUES FOR STUDENTS WITH PEDAGOGICAL PROFILE OF EDUCATION

**Abstract:** The report presents the results of the research on terminal values for Bulgarian students of pedagogical profile of education. It was held in the 2021 among students from the first and second year of education. For this report, we chose one of the fragments of this broad and complex reality – the goals, outlining student activities and gives meaning to their own lives. As a methodological instrument was use “Morphological test for life values” /MTJC/ by V. Sopov and L. Karpushina (2002). The subject of research with this test are the terminal values and the various spheres of life of their realization – professional, educational, personal and family life, social and physical activities, hobbies and interests. Mathematics and statistic data processing is done by using SPSS software, version 22. The terminal values are divided into two groups – moral and business, and personality-prestigious. The conducted t-test for dependent samples in order to have a significant difference in the average values of the two variables shows that the studied students generally reveal significantly higher values in the first group of values – moral and business than in the second group – personal the prestigious. The obtained and analyzed results in general confirm hypothesis formulated by us for updating and bringing to the forefront of values related to spiritual development, striving for new achievements and self-improvement, and to a lesser extent – active social contacts in new ones, groups and communities.

**Keywords:** Values, Spheres of life, Students

## Introduction

The value system of the individual of different age groups is of interest to researchers from various scientific fields – philosophy, axiology, culturology, sociology, psychology and pedagogy. With this fact we could explain, on the one hand (site, part), its indisputable theoretical and