

# **IDENTIFICATION OF EVALUATION ERRORS. REVIEWS OF HIGH SCHOOLS TEACHERS**

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**Abstract:** Evaluation and assessment in education presents an internal logic that gives its specificity and identity. In order to identify the evaluation errors in assessing students’ performances within the economic disciplines, we have conducted between November-December 2014, a study that took place at the 2 Economical Colleges from Arad county. The correlation analyses between the independent variable number 1 and dependent variables and between the dependent variables themselves (as shown in table 1) shows that there is a significant positive correlation between the teachers ‘years of experience and their knowledge on the evaluation errors. Several measures for the elimination of the evaluation errors emerged from the study.

**Key words:** evaluation errors, halo effect, evaluation types, factors

## **1. Theoretical premises**

Evaluation and assessment in education presents an internal logic that gives its specificity and identity. The evaluation design ensures the scientific and pedagogical logic of the process that provides a common framework of what is called educational assessment paradigm (Stoica, 2001).

The constraints of the assessment design are given by its dual nature being both a scientific process, and social process. The assessment process needs to prove its suitability and necessity, must respect the requirements pertaining to ethics, but also the requirements for costs and transparency.

Within the process of designing of any assessment or examination approach a number of risks factors could appear in terms of:

- formulation of unclear or unspecified goals and objectives that could falsify the whole process, disorienting expectations of those directly involved
- mismatch between evaluation goals and evaluation instruments could lead to blatant inconsistencies in flow, logical sequence of steps involved in the assessment or examination;
- Inadequate assessment techniques leading to a drastic decrease in the efficiency of the whole process;
- Inadequate of the evaluation techniques to chosen goals and objectives
- leads to inability to produce truly relevant data elements regarding the skills or competence of the evaluation subjects thus an wrong evaluative judgment;
- total lack of communication or inadequate communication of results / data / findings on the assessment process - leads to impossibility of feedback and considerable reduction of the impact assessment process on beneficiaries or participants involved in the process

## **2. Methodology**

In order to identify the evaluation errors in assessing students' performances within the economic disciplines, we have conducted between November-December 2014, a study that took place at the 2 nd Economic Colleges from Arad county.

The sample of subjects consisted of 30 teachers from second Economic Colleges of Arad county.

The Research goal was to identify solutions for correcting the errors identified in the evaluation process.

### **Objectives:**

- to identify the most frequent errors in assessment;
- to identify the main evaluation types that give the possibility of errors;
- to determine of the factors that favour errors in evaluation
- to propose solutions for the eliminations of evaluation errors

### **Research hypotheses were:**

*Hypothesis 1:* The evaluation errors are caused by the teachers' ignorance and unawareance

*Hypothesis 2:* Teachers find that disturbing factors of evaluation are external of their actions

### **Independent variables:**

Vi1. Teachers' years of experience

Vi2 The subjects that each teacher teaches

Vi3. The area where the school is situated

### **Dependent variables:**

Vd1. The knowledge of the evaluation error

Vd.2. The teachers' awareness about the factors that can produce evaluation errors

Vd.3.The proposed measures for reducing evaluation errors

For hypothesis testing we have used the survey method. We have elaborated a short questionnaire:

1. Do you consider that within the evaluation process errors may occur?

- Yes

- No

2. Which type of evaluation is susceptible for more frequent errors:

- Written

- Oral

- Practical

3. Which of the following factors may facilitate the occurrence of errors in the evaluation?

- The period of time during the school year when the evaluation take place

- Time of day when the students are evaluated

- The fatigue of the assessor

- The class's atmosphere where the evaluation takes place

- The attitude and behaviour of the evaluated subjects

- Other factors. Which? can you please mention them here.....

4.Which is the frequency for the following types of errors?

Types of error	Very common	Common	Neutral	Uncommonly	Never
Hallo effect					
Pygmalion effect					
Order effect					
The central value trend					

Examiners' prudence					
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5. What measures do you take in order to prevent the evaluation errors?

(multiple answers are allowed)

- Multiple referees- correction by several examiners
- The extension of evaluation items with objective or semi-objective ones
- Using the numerical scales for each evaluation item within written evaluation
- Extension of analytical notation
- External evaluation and the performance descriptors designed to render in detail
- quality of each answer
- Other (specify).....

6. Where is your school situated?

- Urban area
- Rural area

7. How many years of experience do you have in teaching?

- between 0-5 years
- between 5-10 years
- between 10-20 years
- More than 20 years

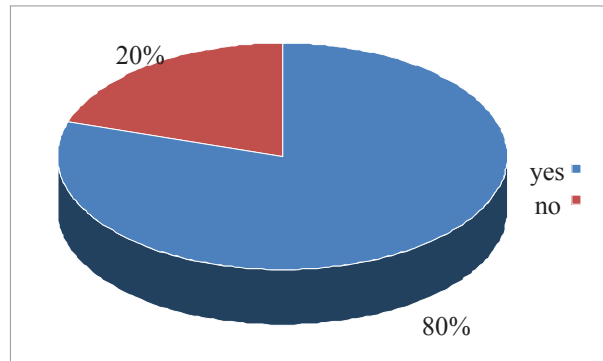
8. What disciplines you teach? .....

The answers' analysis revealed the following:

1. When asked "Do you consider that within the evaluation process errors may occur?", Interviewees answered

80% of those surveyed considered that some errors appear in students assessment

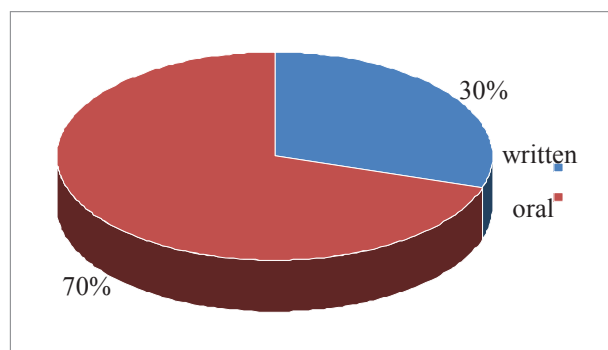
20% of respondents considered that there is no error strained in students' assessment



2. To the question "Which type of evaluation is susceptible of more frequent errors? ", interviewees answered

30% believe that the most frequent errors occur in the written evaluation

70% believe that the most common errors appear in oral evaluation



Teachers consider themselves being more subjective in written evaluation as they are influenced by the general attitude of the evaluated pupils, by their expressivity and involvement.

3. When we asked "Which of the following factors may facilitate the occurrence of errors in the evaluation?", Interviewees answered the following:

40% believe that the period of time during the school year when the evaluation takes place

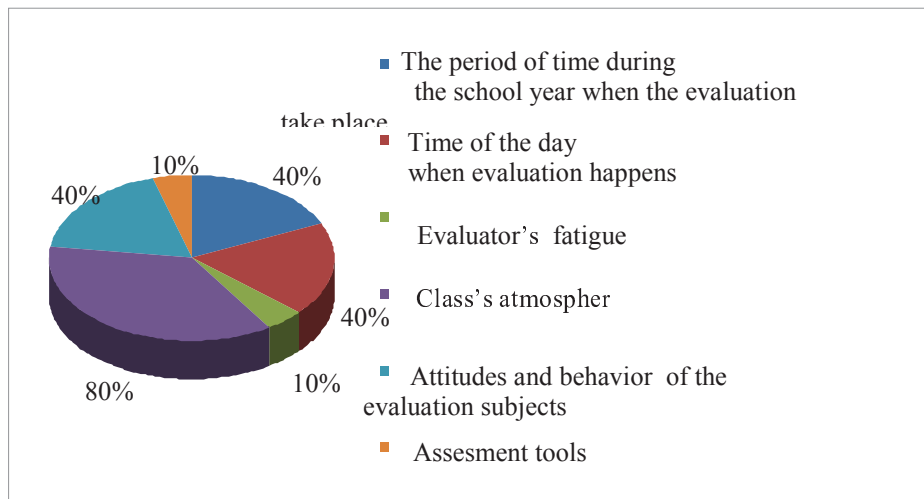
40% believe that the factor which facilitates errors in evaluation is the time of day when the students are evaluated

10% believe that the factor which facilitates errors is the fatigue of the assessor

80% believe that the factor which facilitates evaluation errors is the atmosphere of class being evaluated

40% believe that the factor which facilitates evaluation errors is the attitude and behaviour of the evaluated subjects

10% believe that the factor which facilitates errors in evaluation is the assessment tool



4. At the question What is the frequency of the following types of errors?, the interviewed persons answered

Types of errors	Very common	Common	Neutral	Uncommon	Never
Hallo effect	6	10	4	6	4
Pygmalion effect	1	5	4	12	8
Order effect	3	6	3	18	0
Central value trend	4	6	8	12	0
Examiners prudence	3	13	2	10	2

As we can see the examiners 'prudence followed by the hallo effect are the more persistent evaluation errors. Pygmalion effect it is not recognised as an error in evaluation. The central value trend it is another evaluation error that obtained high scores.

5. When you asked "Which of the following measures are taken to prevent evaluation errors ", interviewees answered:

- 10% multiple referee - correction by several examiners
- 50% The extension of evaluation items with objective or semi-objective ones
- 60% Using the numerical scales for each evaluation item within written evaluation
- 0% responded expanding analytical notation
- 2% External evaluation and the performance descriptors designed to render in detail

The quality of each answer

- 0% Have mentioned others

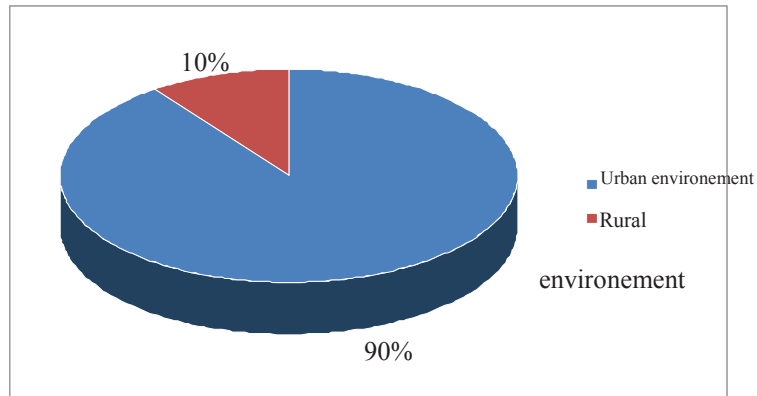
Using the numerical scales when evaluating is one of the most appreciated measure for increasing the evaluation objectivity.

6. When questioned " Where is your school situated?",



90% responded that they operate in urban areas

10% responded that they operate in rural areas



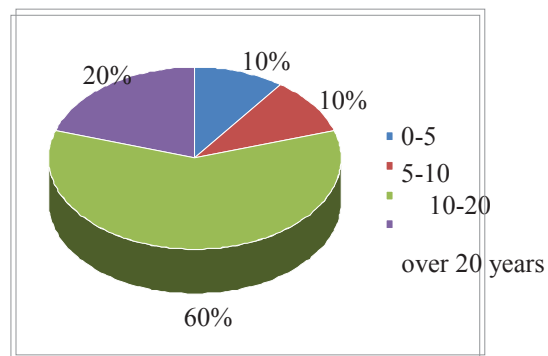
7. When asked " How many years of experience do you have in teaching?" Interviewees answered:

10% between 0-5 years

10% between 5-10 years

60% between 10-20 years

20% over 20 years



8. When asked " What disciplines do you teach ", interviewees answered

- 60% said economic disciplines

- 10% Responded mathematics
- 10% Responded Romanian language
- 10% Said computers
- 10% Responded history

**Table 1**  
**The correlational analysis between the independent and dependent variables**

		vi1	Vd1	Vd2	Vd3
vd1	r	,341	1,000	,531	-,151
	p	,000	,	,000	,002
Vd2	r	,187	,406	1,000	-,059
	p	,000	,000	,	,228
Vd3	r	,393	,446	,539	1,000
	p	,000	,000	,000	,

The correlation analyses between the independent variable number 1 and dependent variables and between the dependent variables themselves (as shown in table 1) shows that there is a significant positive correlation between the teachers ‘years of experience and their knowledge on the evaluation errors. The more experienced the teachers are the more aware they are about the mistakes that can alter the evaluation process. In the same time the experienced teachers are more aware of the factors that can alter the evaluation and they proposed valid measure for improvement.

There is a strong significant correlation between the all three dependent variables showing that the knowledge of the types of evaluation errors is correlated with the factors that cause them but this awareness it is not correlated with measures for eliminating them.

## **Conclusion**

*Hypothesis 1:* The evaluation errors are caused by the teachers' ignorance and unawareness it is not validated because the teachers are aware about that errors

*Hypothesis: 2.* Teachers find that disturbing factors of evaluation are external of their actions it is validated because the teachers blames mainly the class's atmosphere for the evaluation error.

*Some suggestions for correcting the evaluation errors*

Based on research conducted after processing the data, it is considered that the main disturbing factors in evaluation are: wrong calculation of the points for each paper, favouring some students, assessors' fatigue.

Some measures for correcting the factors listed above may be:  
Knowledge of the possible evaluation errors by the teachers; increasing their awareness on the topic

Developing students 'self-assessment competencies by communicating the evaluation objectives and criteria

Promoting cross –evaluation between the teachers of the same speciality

Sustaining peers-evaluation among the students

- Diversifying the methods and the tools for assessment;
- Using sheets for systematic observation of pupils, using alternative methods such as: projects, the essay, portfolio), practicing a transparent assessment (presentation of evaluation criteria and scales, etc.) ;
- Continuous feedback on student's progress
- Ensuring anonymity of written tests;
- Changing the order and reassessment of the pupils' work;
- Avoiding prejudices, excesses of severity or indulgency in assessment;

- The use of external evaluation for national examinations to test professional skills at the end of an education cycle.

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