COMPETENCY GAP: LEARNERS AND TEACHERS PERCEPTION OF ASSESSMENT

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Abstract: Evaluation is a highly disputed process in pedagogical literature, largely due to its complexity, but also in view of the fact that educational systems generally place great emphasis on standardized learnerss' testing and less on the use of complementary evaluation methods. Of course, we can not discuss evaluation without questioning the training of teachers in this field. This research aims to address a theme of great practical importance for the parties involved, namely the perception of evaluation from the perspective of teachers and learners. We wanted to know the learners 'views on the evaluation criteria used by teachers in terms of labeling phenomena, as well as the teachers' opinions on how to achieve classroom assessment. We used the interview technique to study behaviors that are difficult to observe, greetings and attitudes, about which there are no written documents in advance.

1. Introduction

The book refers to the work of Bontaş (2001), reports that the evaluation of knowledge is a complex didactic act that is integrated with the whole educational process and which ensures the highlighting of both the quantity of knowledge gained and their quality, which regards the value (level, performance and efficiency) at a given moment - regularly, periodically and finally, offering solutions to improve the teaching-learning act.

As a rule, classroom assessment is susceptible to numerous criticisms. Some studies(Grisay, 1991) have linked teacher grades to pupils in their grades with results obtained by the same learners in a standardized test. The discrepancy between the notes and these results is great.

If teachers evaluate pupils in class with each other, they misrepresent in their grades the real level of learners compared to those in other classes. This illustrates the famous Posthumus law that "a teacher tends to adjust the level of teaching and appreciation of pupils' performance so as to keep roughly the same grade from year to year" (Landsheere, V .; Landsheere, G., 1979).

Good class pupils can be considered weak in another class and vice versa. Learners with performance above average may only fail because they are the weakest in their class.

Thus, evaluation itself proves to be most often inadequate and may lead to school failure.

In a different paper, Perrenoud (1989) reports on his research, that failure is associated in school with the production of excellence hierarchies. Pupils are ranked at the top of norms of excellence defined in the absolute or embodied by the teacher and the best pupils.

Mostly, the notes express the position of a learner in a group or his distance from the maximum level that can be reached, rather than the actual content of his knowledge.

Another criticism of the evaluation system is that often the marks serve as much to reward and punish. They do not indicate to the learner how to progress, so it is necessary to better integrate the assessment into the learning process. It has to become a tool of support, acting to this extent both on the processes and on the results. Not adapted to learners' needs, the assessment may negatively influence the learning conditions offered in school.

These conditions, suggests Bloom (1980), "emphasize the differences that exist between pupils in their capacities and learning speed, as well as motivation in later learning".

This has led to the establishment of differential pedagogy aimed at school success. The assessment should take into account that all learners are able to achieve a good level of learning if they are given the opportunity and the necessary conditions and if their learning pace is respected.

Evaluating school results means determining the extent to which the objectives of the training program have been achieved and the effectiveness of teaching-learning methods. This is the endpoint of a succession of actions such as: establishing pedagogical goals, designing and executing the goal achievement program or measuring the results of program implementation.

The essence of the assessment is the knowledge of the effects of the action taken so that on the basis of the information obtained, this activity can be improved over time. Evaluation, therefore, means: measuring, interpreting, assessing the results and making the decision.

One of the broadly applied solutions to ensure the objective character of the assessment is standardization, seen above all as a way to reconcile objectives, criteria, and outcomes of the evaluation at the level of the education system, thus removing the evaluation from the influence of short-term factors, and distinct from subjective factors. The introduction of standardized assessment methods and techniques, generally objective evaluations, raises at least two issues related to the functions and quality of the assessment:

• The first problem arises from the evaluation itself, insofar as it leads to evaluation without evaluator, which means an evaluation without a teacher and, in a certain sense, without a student. In a book about assessment, Voiculescu (2001) shows that"It is obvious that such an assessment greatly reduces the pedagogical function of the evaluation."

• The second issue concerns the relevance of the evaluation, the relationship between the subject of the assessment (what is being evaluated?) And the assessment methods ("how to evaluate?"). In this respect, the criticism of objective standardization and evaluation refers to the fact that only quantifiable elements can be evaluated, while qualitative, attitudinal and personal, creative approaches escape evaluation. In the qualitative area, objective assessment methods based on standards, scales, grids and any other methods outside the actors involved in the concrete act of evaluation are insufficient and largely inefficient.

To these two issues, it should be added that standardized, strictly objective assessment methods are not and can not be applied systematically throughout the educational process, but sequentially, so much of the current assessments continue to remain within the interaction of teachers and pupils and under the influence of the subjectivity of the participants in the evaluation act. The general problem of precision in assessment should be studied not in terms of disaggregation or opposition to the objective and the subject, but in terms of the real relationship between the contributions of each factor in the concrete conditions in which the assessment is made. In this respect, it would be necessary to answer other questions suggested by the objective-subjective relationship in the assessment: "is a strictly objective assessment unqualified and an assessment that meets the criteria of truth, correctness, and relevance?" Or "a subjective assessment is necessarily an erroneous, incorrect and insignificant assessment? "

A purely objective, impersonal, and absolutely neutral assessment is not only practically impossible but also less significant, less relevant than an assessment that explicitly engages the subjectivity, values, attitudes of the assessor and the one being evaluated. The pedagogical value of the evaluation, as well as its social value, can not be achieved by eliminating the subject from the evaluation activities. As an inseparable component of the educational process, school assessment is and must be accomplished as part of the

pedagogical interaction and, in general, of the social interaction that accompanies any educational process. At any of its levels, evaluation reflects and is ultimately dependent on the concrete educational process achieved in the classroom in the context of direct relationships between teacher and pupils, between school and the social community, ie in the context of relationships between known subjects, between groups concrete actions that act on the basis of their own motivations and attitudes, specific experiences, needs and possibilities consisting of an inseparable dynamics of the objective and the subjective. Solutions should, therefore, be sought not in separating and opposing the objective and the subjective, but in analyzing the specific contribution of each factor, so that the action of the subjective factors is not disturbed in what it is relevant, but only when it manifests itself as an error, as a departure from the truth and fairness of the assessment. The best solution, therefore, is knowledge, control, and self-control of the action of subjective factors.

Some of the blurring and confusion about the objective / subjective nature of the evaluation stems from the differences of significance given to the concept of "objective factors" and, in relation thereto, to the "objective" attribute associated with a process, a factor or condition in the educational field.

Defining objective factors as external factors and independent of the individual's consciousness and will suffer due to their general character. If it can be accepted in abstract terms, it is no longer operational. This is because there are no individuals in general, but always real, individual individuals, different so that the objective character of the factors and living conditions is not the same for all individuals or social groups. For pupils, for example, school timetable is an objective factor, while for school leadership it is the result of a decision. The theme of a written work is an objective condition for the student, while for the teacher it is the result of a subjective choice.

The notion of the objective used in the social-humans sphere designates not only the external and independent reality of the subject but also the way the individual approaches this reality. The objective term, therefore, applies not only to structures, factors, processes outside the subject but also as an attribute of the subject's relationship with the subject. Also, the objective factors of the evaluation are the real way in which the structures, processes or conditions that at one point acquire the character of objective factors are formed.

Iluţ (1997) considers that "from a wider perspective, the social objective is the product, the construction of the human subjective". In the evaluation plan, the objectives and it's content, the scoring system, the social functions, mostly act as objective factors, enshrined through legal regulations and methodologies, which are objectified by the very structures that make up the education system. It does not mean that these factors come out completely from the subjective influence area. The correctness of the evaluation is ensured by an optimal combination of the objective and the subject in the evaluation.

1.1. The influence of subjective factors in the evaluation

In order to better understand the subjective nature of the evaluation, it is necessary to exemplify the phenomena (situations) that lead to a subjective scoring, phenomena that need to be removed from the assessment act.

The "halo" phenomenon - noted by Coombs, Timothy W; Holladay, Sherry J. (2006), which in English means irradiation; in the case of evaluation means negative irradiation (influence), such as small notes in other subjects, negatively influences the giving of notes lower than they deserve in another discipline; Higher grades in other disciplines have a negative impact on giving higher marks than they deserve in other disciplines; friendship or antipathy can influence the attribution of more or less (at antipathy) notes.

Contrast phenomenon: good student and poor student; good student and student (student) with deviations. The correct, objective assessment requires: if the good student does

not know, be given the note he deserves; if the poor student knows, give him the note he deserves.

The "oedipal" phenomenon (prediction, reconceived - as it is known from Greek mythology that Oedipus killed his father, for this was predicted by the oracle). The prediction of a notation distorts the way of thinking and action and determines a subjective assessment and assessment. "It is good to know the pupils (students), but do not pretend (we predict) the notes we know, saying: x will take 10, y will take 4 and so on. Bontaş (2001) indicates that only the concrete situation, the proven preparation of the examination, with the application of the correct scoring criteria, are the elements that lead us to note.

The "order" phenomenon. Ranking can be negatively influenced by the phenomenon of order, so some teachers are demanding in a particular part of the day (in the morning, at noon, in the evening) or in a certain part of the semester or the school or university year; teachers need to demonstrate constant assessment requirements throughout the day, semester or school year (university).

Establishing the middle-class level as a benchmark in assessment distorts the conception and leads to subjectivization. The evaluation starts at the highest level of the curriculum and according to it the scales of verification, assessment, and scoring are provided, thus assuring an objective hierarchy of pupils on the scoring scale.

Regarding the relationship between the assessment of knowledge and the behavior of pupils (students). When establishing knowledge marks, students' behavioral deeds are not taken into account, except in the case of copying (theft of knowledge), when a grade 1 mark is given in schools or declared repetitive - in higher education. For behavior, there is a note on school behavior, and sanctions in schools and faculties - according to school regulations and university charter.

Avoiding the "theft" of knowledge. In frequency and low-frequency education, it is not right to admit the "theft" of knowledge (copy, blow), which can be avoided, as the case may be, ascertained and sanctioned, due to the direct, face-to-face assessment of the teacher with the examiner. This requirement must also be met in distance learning. Due to the fact that the evaluation, apart from the bachelor's examination, is made at a distance by written works, faxes, internet, one can not control the "theft of knowledge", especially the phenomenon that the learner "learns" do the verification work) another person. Pedagogical solutions must, therefore, be found to avoid this phenomenon. Among these solutions, the following could be considered: direct face-to-face checks at certain intervals and distance-to-face verification, in the sense that the media can see and hear the two partners: the teacher and the examiner in order to avoid the phenomenon of substitution with another person of the person being examined. The direct assessment of the Bachelor's Exam is insufficient because the candidate may not be able to obtain a graduation certificate and the matrix sheet without knowing if he or she has personally taught or taught another for him.

Subjectivism in the evaluation is the negative phenomenon that violates the ethical norms, it can reverse the values, placing the unprepared ones before the trained, thus enveloping some. Subjectivity can lead to demobilization, psychic traumas for the inmates, misinforming society. The subjectivity of the evaluation can arise from incompetence, but also from unprivileged personal relationships, from material, mockery, which can disqualify the examiner.

The nature and meaning of the influences of the subjective factors on the evaluation results can be considered as:

• a positive, constructive influence that appears as a consequence of the subjective commitment of the teacher and the student, guided by positive motivations and attitudes, which highlights the ability of subjects to seize what is meaningful, to give meaning to objective data;

• a negative, deforming influence that produces misleading misconduct, deviation from the objective character of the assessment, influence that may occur unintentionally - originating either in the evaluator's competence or in the subjective effects accompanying the act evaluation - or intentionally - originated either in the educational objectives of the evaluation (use of the mark as stimulus / sanctioning of behaviors), or in the use of evaluation as a means of favoring / disfavoring some students.

The positive influence of the teacher's or student's subjectivity acts as an influence that not only must not be rejected, but it appears as a condition often decisive for the assessment to be meaningful, to have pedagogical relevance, and ultimately to be correct. This contribution of the subjective factor can be capitalized on several levels:

• through the ability of the subject to understand, explain, interpret and anticipate, to grasp the essence in the multitude of concrete facts. In this respect, the influence of the subject correctly reconstructs the real. In this respect, the favorable influence of the subjective factor is a decisive condition for the quality of the evaluation.

• by subjective commitment, making evaluation an effective means of directing and self-managing behavior. On this plane, the influence of the subjective factor contributes to the "humanization of the evaluation".

• by placing the assessment in the context of interpersonal relationships between teachers and students, the attitudes that both teachers and students have and manifest in the evaluation process. On this level, the influence of the subjective factor contributes to the socialization of the evaluation, engaging the dynamics of the expectations (of the students from the teacher, the teacher from the pupils).

The negative manifestation of subjective influences undoubtedly poses a much greater interest than the positive side of the subjective factor action in the act of evaluation. Most studies on the influence of the subjective factor in the evaluation have in mind this type of influence, in the same sense being directed the most of the techniques of control of the subjective factor intervention.

Influences and unintentional subjective effects are most frequently encountered, and appraisal studies relate almost exclusively to them. It is natural to evaluate incorrectly or to mislead the results of the evaluation. In general, subjective evaluation errors originate in the complexity of this activity, to the lesser or greater degree of uncertainty that accompanies any appreciation of human qualities. In particular, subjective evaluation distortions can be grouped into specific causes, of which the most important are:

• Insufficient primary information on which the evaluation is carried out;

• Inadequate verification and evaluation methods and techniques against the subject of the assessment (what is being evaluated) and the objectives of the evaluation (for what purpose it is assessed);

The effects of unintentional manifestation of the subjective in the assessment are imperfections or errors of assessment, they have cognitive and not moral significance, being part of the normality of the evaluation activities. The existence of these errors is also the reason why the improvement of the evaluation must be a continuity of the educational process. In this respect, each of the above-mentioned causes calls for specific ways and ways of improving the evaluation activities, which are mostly within the teacher's reach. The meaning of reducing or removing such errors is the control and self-control of subjective influences through better knowledge and use of assessment methods and techniques.

Regarding the intervention of subjective factors, it has a complex causality, including social-moral implications. Under the context in which the teacher deliberately changes (amplifies or diminishes) the results of the evaluation, two typical circumstances can be identified:

• one is when evaluation and, in particular, the mark is used as a means of stimulating/sanctioning with a pedagogical function, in directing students' learning behaviors - a situation where teacher values may deviate in one way or another from the real level the student's training (the other is when the deformation of the evaluation is deliberately intended to favor (or disadvantage) some pupils, on criteria, having socio-moral connotations, being associated with the moral conduct of the teacher.

As far as the first is concerned, this does not raise any particular problems. Teachers often give higher or lower grades to make the pedagogical evaluation function worthwhile, but this way of using the note is done during the educational process as intermediary assessments that are brought to life in the notes or environments final.

The second circumstance is much more complicated, on the one hand, it is harder to spot, and on the other hand, it is harder to prove. Overexposed or underestimated intentionally, with the pupils' advantage/disadvantage, are not usually obvious, they are masked by using "objective" criteria, methods and techniques, sometimes excessively rigorous and on the background of a "hard impartiality" to question. Even though they are uncommon and can not be considered as characteristic to teachers, these subjective interventions still exist and can have very significant consequences.

These influences do not always have direct benefits for those who do it. They may appear on the basis of sympathetic (preferential) relations between teachers and parents or between teachers (for example, reciprocity of support when teachers are part of the examination boards, including a certain "guild solidarity").

The intentional distortion of the assessment can also belong to students through specific schooling techniques: the prediction of the date when it will be "listened", the ability of the pupils to perceive the "style" of the teacher and to adapt it, including copying or "blowing" more or less tolerated by teachers. It is necessary to overcome the conception that only the teacher subjectively influences the evaluation. Subjective influence should also be sought at the level of the pupil, the family, and the others who have a certain connection with the evaluation process.

The factors that distort the marking are those who intervene in the processes of appreciation and are related to the relative nature of this process. Knowing and controlling these factors are helpful in making a fair, objective assessment. In most cases, evaluation errors do not belong to the teacher as an individual or as a "neutral assessor", but to the teacher as a social person, as a member of a social group (teacher group), as a bearer or representative of interests and endowed with certain responsibilities.

Another group of scoring error sources comes from the student, but not from the level and quality of the training, but from other attributes and capacities that make their mark as the student can demonstrate the level and quality of this preparation. Students can be more or less emotional, have a higher or lower verbal fluency, a different writing speed, different intellectual activity, particularities that influence the level of performance during the examination, and thus the level of appreciation of the grade.

Improving the assessment cannot and should not schematize or lack the subjective content of the assessment. Essentially, school assessment is an inter-human relationship with multiple emotional and moral connotations, an act of intercommunication and inter-knowledge that engages both the personality of the teacher and the pupil, both official norms and regulations, as well as non-formal representations and attitudes, attitudes and mentalities.

1.2. The role of evaluation in education and society

Any attempt to discuss evaluation in education should also be placed in the context of a country's social, economic and political context. This is not a novelty, as long as education is part of a much wider system, especially from the social one. The educational subsystem

attracts resources, prepares the workforce, creates, not least, school-community tensions, teacher-student, teachers and authorities, and examples can continue.

Educational assessment is a sensitive subject in any education system. Of the three components of the spiral of education, teaching-learning-evaluation, the latter is often neglected or is often given a minor role in planning and conducting training. Stoica (2001) reflects that "It is too easy to look at the fact that the training process depends to a large extent on the way the evaluation is designed". For example, if the emphasis is only on the appreciation of the accumulated knowledge, students will learn definitions, concepts, laws, and rules in the memory, and not at the level of reflection, critical thinking, or discovery learning.

Haladyna (1998) considers that many of those who decide on educational policies in general and evaluation policies, in particular, are not well informed about what is happening in schools, educational theory, and research, or the statistical interpretation of results learning. However, they have a decisive influence not only on the development of educational policy but also on the practice of education.

Evaluation by complementary methods is in the process of development. According to Birenbaum (1996), it is very important, in this process of change, to move from the test perspective to the transformational assessment as the stage in learning.

Sambell, McDowell, and Brown (1997) supports this idea, completing the fact that the integration of assessment culture as feedback can have positive consequences in the field of learning and teaching, active participation of learners in their own learning by tracking progress, focusing on the process learning rather than the product of learning (the mark obtained). Of course, all of this implies that the evaluation is pursuing more concrete goals than a grade or rating.

Thomas and Brain (1984), through research findings, argues that the most important factor in learning is the perception of learning. The methods used in the assessment can either have a motivational role to follow the learning process or an inhibitory role, transforming learning motivation into a single note rather than achieving long-term results.

2. Research methodology
2.1. Research Tools

In the research, the survey method was used to investigate the questionnaire (in the case of pupils) and the interview (in the case of teachers), in order to fulfill both the qualitative and the qualitative techniques.

Chelcea (2004) defines the research questionnaire as "a technique and, accordingly, an investigative tool consisting of a set of written questions and, eventually, graphical images, logically and psychologically ordered, which by the investigation by the investigators or by self-management, determine from the surveyed persons answers to be recorded in writing. "The questionnaire used in this research comprises 14 questions addressed to the students, 3 of which are identification questions, and the rest are focused on the established objectives.

The interview, one of the major methods of sociological research that is most commonly used to collect data in the qualitative investigation, is "a technique of obtaining through questions and answers verbal information from individuals and human groups to verify hypotheses or for a scientific description of social phenomena "(Chelcea, 2004). We used the interview technique to study behaviors that are difficult to observe, greetings and attitudes, about which there are no written documents in advance. Our interview is semistructured, semiformal and based on predefined questions. We have previously set the themes around which the discussion will be held, in an interview guide, which includes 14 questions addressed to the teachers. We chose this type of interview because it is both a

quantitative and a qualitative technique designed to produce both statistical and qualitative data.

2.2. Target group

In the case of a quantitative investigation, the sample is comprised of 112 pupils, lyceum, grades XI and XII. We chose high school students because we started from the premise that they can appreciate more correctly and more easily identify labeling phenomena than younger pupils.

In terms of qualitative investigation, we interviewed a total of 10 teachers, but it should be noted here that we did not encounter the same openness from the teachers as with the students. Although they were previously informed that they were not trying to verify the theoretical knowledge, only aspects of the educational practice, there were also teachers who refused to collaborate.

The questionnaire addressed to students starts with 3 identification questions. After centralizing the data, we list 53 respondents, grade XI and 59 pupils, 12th-grade students, of whom 70 are girls and 42 boys. Of these, 109 are Romanians and 3 belong to the Roma ethnic group. Therefore, the respondents to the administered questionnaire were a total of 112 pupils from high school.

2.3.Research objectives

Without any claims of representativeness, the research aims to capture, through the views of students and teachers, some aspects of the phenomena that underlie the objectivity of the assessment, such as labeling. The proposed objectives are:
• identifying the presence of labeling phenomena in a teacher-student relationship;
• identifying the effects of labeling phenomena on pupils;
• identifying the extent to which teachers and students are aware of the presence of these phenomena and their effects;
• identifying the extent to which labeling phenomena have a negative impact on the objectivity of the assessment.

2.4. Research hypotheses

In conducting our research we have set the following working hypotheses:
• Labeling phenomena are present in the teacher-student relationship.
(The presence of these phenomena has predominantly negative consequences on pupils' school results.

We have also established a complementary hypothesis, namely: in certain situations, labeling can also have beneficial effects.

By testing, by confronting reality, our assumptions can be confirmed or denied.

3. Research results

Next, we will describe the data obtained (from the questionnaire and from interviews), both from the perspective of teachers and students.

Learners admitted that the notes do not fully reflect the extent to which the student is prepared and asked the students to indicate to what extent they think the grades reflect their knowledge. As shown in Figure 1, 8.93% of the respondents consider that the grades reflect students' knowledge very much; 51.79% - much; 32.14% - little; 5.36% consider that the marks reflect very little of the students' knowledge, while only 1.79% of the respondents consider that this does not happen at all. So the knowledge is reflected in the notes, largely in the opinion of most subjects.
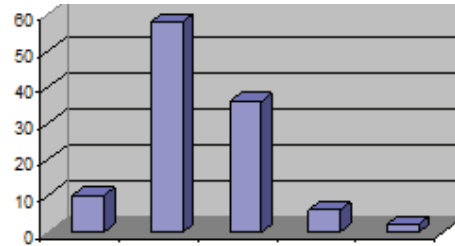
Fig.1 The extent to which grades reflect learners' knowledge (very much, a lot, little bit, very little,not at all)

The extent to which the scoring is influenced by one of the following aspects (grades previously received in the subject, notes from other school subjects, student discipline during classes, teacher's sympathy or dislike towards certain pupils, the physical appearance of the student, ethnic minority), is revealed by students.

Most of the respondents - 41.07% - consider that the previously received marks in this school discipline greatly inflame the manner in which teachers give notes. 30.36% of them consider that this is one of the reasons that greatly influence pupils' markings, 10.71% - slightly, and 8.93% think that grades are very little / not influenced for this reason. In the case of teachers' perspective, seven of them stated that the student's previously received grades in the discipline affect the evaluation process at some point. In other words, noting pupils (in the case of 7 out of 10 teachers) is not necessarily done according to objective criteria, many of the interviewed teachers applying inappropriate evaluation effects.
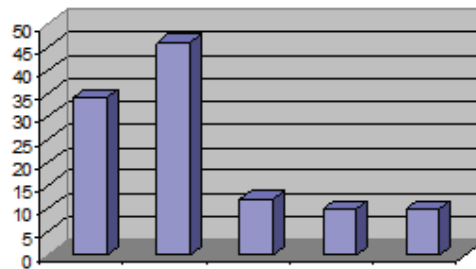

Fig.2 The grades previously received by the learners' matters for the actual evaluation(at the same subject)- (very much, a lot, little bit, very little,not at all)

Figure 3 shows that 42.86% of the respondents consider that the scores from the other subjects have much influence on the score, while only 19.64% agree with this reason very much. 17.86% agree little, 7.14% - very little, while 12.50% disagree. Most of the interviewed teachers (9 out of 10) claim that they do not take into account the grades obtained in other school subjects when making a student assessment.
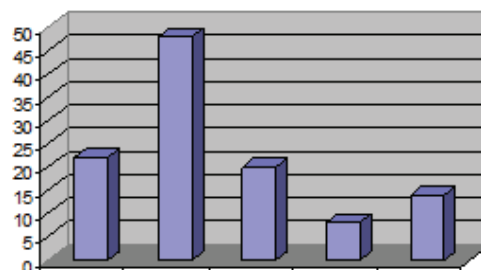

Fig.3 Grades obtained to other school subjects influence the grade obtained in a particular school discipline((very much, a lot, little bit, very little,not at all).

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Most of the learners questioned - 35.71% - consider that the student's discipline during the lessons influences considerably the grades received, and 32.14% of them consider that the discipline of the pupil greatly influences the grades received. 14.29% believe that the discipline inflates little, 12.50% is very small and 5.36% at all (Figure 4). For 7 teachers (out of 10), the learner's discipline at the time influences his / her notation.
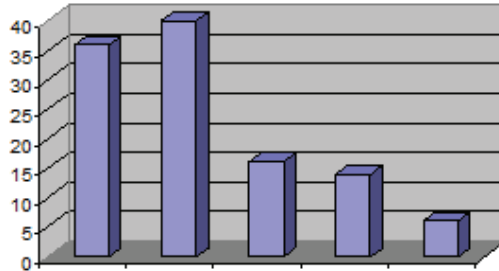

Fig.4 The influence of learner discipline during the hours affects the mark obtained(very much, a lot, little bit, very little,not at all)

Finding out the learners' opinion about the classroom presence of the teachers preferred by teachers indicates that 87.50% of the subjects consider that there are teachers in their class, while only 12.50% of them consider that in their class they do not there are such pupils (Fig.5). The data collected from teachers' interviews (who answered the question "What qualities do you think a student needs to get big grades?") Shows that the evaluation process is a restrictive one. The answers received were: the student's seriousness, the attention during the hours, the desire to know, to learn and to do their new things, the active participation in classes, the lack of knowledge, the discipline, the conscientiousness, the creativity, the ability to concentrate, intelligence. Also, the volume of assimilated knowledge and the effort made in performing the themes were also mentioned.
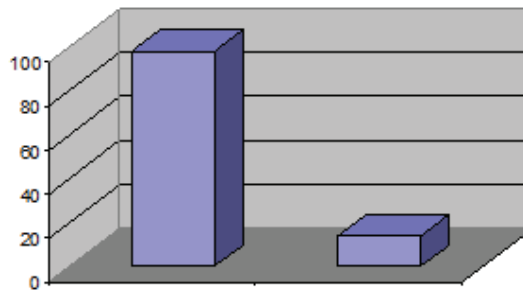

Fig.5 Existence in the class of learners preferred by teachers(yes/no)

When asked about the factors that influence the deformation of the evaluation, the answers received by the teachers are similar and have largely addressed aspects highlighted by the majority of the interviewed teachers. The most common aspects were the grades previously received by the pupil in the discipline, which were found in the answers of seven of the interviewed teachers, followed by the pupil's discipline during the classes as well as the emotional state of the teacher that was mentioned five times the teachers' answers. One interviewee mentioned the student's belonging to a minority ethnic group. When asked about the formation of a certain opinion about the level of training of each pupil with whom they

work and if this opinion is confirmed by the pupils 'results, all the interviewed teachers confirmed that they are used to forming opinions about the level of pupils' training but motivated this phenomenon through their previous assessments or the outcomes and attitudes of past students that are still confirmed. The answers to this question highlight once again the influence of the students' past notes and their discipline on the expectations of the teachers, and implicitly on the future appreciations made by them. In connection with this, only two teachers admitted that they "take a look" through the pupil's notebook or the catalog, although in the second question of this interview - three of them considered that the notes from the other subjects may somewhat condition current evaluation.

The next question, which is part of the interview grid, was to teach ordinary teachers to increase or shrink the marks initially given to students. The opinions offered are different, so four didactic cadres have never been in this kind of situation, while others consider that they increase the pupils' grades more by practicing positive, encouraging, but at the same time recognizing that when necessary (ie to stimulate or motivate) warns students by decreasing the mark.

The next question was to bring back a question previously addressed, namely discipline of students. This time it has been correlated with their training, especially if teachers have the habit of lowering students' grades (though these are prepared) for disciplinary reasons. All of the interviewed professors admitted that it was not desirable, but three of them confirmed that they only take a positive view of discipline, ie raise a student's mark if he has a proper attitude during the class. The next question was about the attitude of the teachers towards their favorite students, namely whether they get higher marks than they would deserve because of this reason. The majority of students, 75.89% of them, consider that the students preferred by teachers get higher grades than they would deserve, while only 24.11% think that they do not get higher grades. 6 of the interviewed professors say there are students who will never be able to get big marks no matter how much. Their arguments are related to lack of home education, inappropriate entourage, teachers 'disinterest, students' lack of interest in some subjects, their intellectual ability reduced and, last but not least, invoked medical causes. 4 teachers (out of 10) have testified that such cases do not exist.

74.11% - among learners surveyed - think that there are pupils in their class against whom teachers have some antipathy, while only 25.89% of them consider that there are no such pupils in their class. Looking at the case where the students to whom teachers have some antipathy get fewer marks than they would deserve due to this reason, 55.36% of the interviewed subjects consider that the students against whom the teachers show some antipathy get fewer marks than they would deserve due to this reason, and 44.64% of them believe that they do not get lower grades than they deserve. It is noticed that several subjects consider that there are teachers in their class, rather than pupils to whom teachers have some antipathy. Cumulative student responses highlight the fact that only 24.11% of teachers' favorite students get the grades they deserve, while 44.64% of students against whom teachers have some antipathy get the grades they deserve.

4.Conclusion

It is easy to see that school performance depends largely on what teachers teach their pupils. The effects of the evaluation are mainly reflected in three major areas: training, learning and the needs of society. Assessment is indispensable to teachers because findings on pupils' results are a source of improvement in training activities, as these results will be continually compared to learning objectives but at the same time, an effective assessment produces positive changes in pupil school behavior. That is, students think more deeply about the tasks they have to accomplish, they are aware of the responsibility of their own actions, they find satisfaction and trust in their abilities to solve the tasks, they learn to identify areas

where they need help, have more understanding and respect for ideas others. In addition, through self-evaluation, students learn to better understand their intellectual potential. This will give them self-confidence and motivate them to improve their school curriculum. Therefore, it is preferable for teachers to help students develop their self-evaluation skills, compare their educational attainment and impose a program and pace of learning.

The evaluation also has a psychological dimension. This is manifested both by the students' attitude towards the evaluation and by the teacher-student relations and the student-student relationship that develops as a result of the evaluation activity. Thus, if classroom assessment does not focus primarily on its formative function, the student learns an attitude of fear, stress, and rejection. The teacher's authoritative style, manifested in student appreciation, leads to the same type of attitude. The assessment also has an important psychological effect on student-student relationships. This can create a positive environment for a student or team competition, but it can equally easily lead to conflicting states generated by the rush of notes or getting a "supremacy" in the classroom.

Adrian Stoica (2000) starts from the following principles in an attempt to highlight the characteristics of the evaluation as well as the practical measures that should be used:

• evaluation of school results is an integral part of the training and learning process;

• evaluation should be based on: clearly defined objectives, various measurement methods, and instruments - to ensure the complementarity of evaluation actions -, standardized ways of recording and communicating school results;

• An effective assessment helps teachers and students: Assess the extent to which the learning objectives have been achieved, as well as progress and learning difficulties, identify the choice of a particular profession, and provide feedback to parents, policymakers and the public.

As can be seen from the results obtained, the initially identified assumptions are confirmed. Teachers still have to develop competencies to carry out the evaluation process. In the current situation, most teachers are aware of the fact that subjectivity in assessment exists generally, but when it comes to personal attitudes and practices, teachers are either unaware of the consequences of their actions on subjective notation, or they find different pretexts justifying actions undertaken in connection with the labeling and marking of pupils.

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