THE ROLE OF ASSESSING AND THE SELF-ASSESSING IN THE DEVELOPMENT OF
STUDENTS' EVALUATIVE AND SELF-EVALUATIVE SKILLS

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Abstract: *Knowledge of the factors on which the student's attitude towards the assessment made by the teacher depends, is of great importance to his work. Knowing these factors, the teacher can choose the most effective means to form correct student attitudes toward these assessments. Considering that the development of responsibility for the evaluative act requires evaluative and self-evaluative skills we conducted a constatative survey, by means of a questionnaire for both students and teachers. The goal of the study was to emphasize the determinant aspects in developing evaluative and self-evaluative skills for students.*

Keywords: *assessing, self-assessing, evaluation, self-evaluation, skills*

Introduction

The role of educational assessment can be fairly well revealed reminding an EB Hurlock experiment: a group of children only received positive feedback, another group only negative and, finally, the third group received no feedback. The most progress was seen in students who belonged to the group that received only positive appreciations. Intellectual and moral development of students in school is realized not only through educational fields and methods of teaching, but also through educational assessment. It has a dual role: on the one hand, it influences intellectual development, contributing to the awareness of the student's level, and on the other it influences the volitional-affective sphere, through directly experiencing both success and failure. In this way the pedagogical assessment contributes to the cultivation of student's aspirations, interests and attitudes. Under the influence of school assessment, the acceleration or deceleration of the tempo of intellectual activity takes place, the changing in work procedures, the training and transformation of intellectual mechanisms. The assessment is a tool for modelling the student's personality. It guides students step, it helps them to integrate better into activity, it reinforces their confidence in themselves and in others, giving them moral satisfaction for their efforts.

The evaluation made by the teacher is also reflected in the sphere of interpersonal relations, and also in the school group opinions. For example, thanks to positive assessments made by the teachers, the children change their attitude towards the "difficult" and isolated from the group children. Under the influence of school assessment a certain

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student's attitude towards their work, towards themselves, an important and complex capacity of personality is developed – the self-assessment. The appreciation expresses valour. It can take the form of verbal appreciation or can be expressed by a mark.

Experimental Part

The conducted research is a constatative one, based on an investigation conducted by questionnaire. In this research we used a questionnaire for students and one for teachers. Both instruments have followed the general principles for developing such a tool, so we used introductory questions, closed questions, open questions, in order to allow the interviewees to freely express their choices and personal opinions.

The sample group consists of students and teachers from pedagogical high-schools in Arad and Hunedoara County. In this study, we started with the assumption that the development of evaluative and self-evaluative skills in students is determined by elements of interaction, communication and learning strengthening.

Results and Discussion

The first item of the questionnaire for students shows the assessment methods that they perceive to be the most objective. The assessment methods considered by students to have the highest degree of objectivity are: the test, the oral questioning, the written work and experiments/practical tests, unlike modern methods in theory very much appreciated by the students, but which did not make it in this list.

In order to ensure the objectivity characteristic of the evaluative act and to develop the student responsibility regarding the assessment process, about 84% of teachers consider that this process should heavily focus on educating and only then to control. About 72% think it is extremely important that the assessment be designed along with teaching and learning and to track student progress. A small importance is provided by 20% of teachers to offering students opportunities to assess the quality of instructional activity, the existence still of a mentality of "magister dixit" type as opposed to the modern perspective on evaluative act.

The necessary and useful markers mentioned above for helping to streamline this process must be correlated with the criteria that the students consider important in evaluation. How teachers plan and perform the evaluative act has consequences for the way in which it is understood by students. Continuing in the scope of these criteria, considered extremely useful and important from the teacher perspective, we tried to highlight the criteria used in selecting students for assessment in another item of the questionnaire for teachers (starting also and from the frequent statements about students' emotional state during such activities). As can be seen from the figure below, we found that the pace of assessing and progress diagnosing are the main criteria used for this purpose.
Since the formative aspect of assessment is appreciated both by students and by teachers, we found that approximately 60% of teachers use more than 80% of the allocated time to assess the ability to apply knowledge.

Criteria used in selecting subjects for evaluation
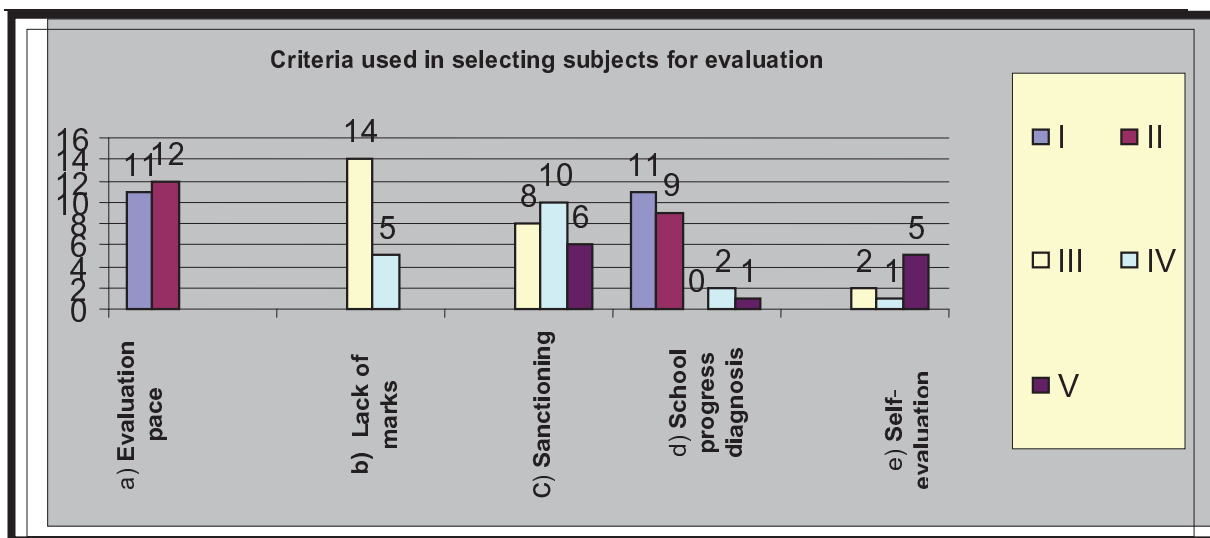
This allows students to form a clear perception of usefulness and value of assessment, while being a motivator for learning. The capitalization of skills that students needs developing, the cultivation of positive character traits are the points that teachers regard as having the utmost importance. These aspects capitalized by teachers in the evaluative process come to support the planned reform in education and contribute significantly to empowering students for the evaluative act, for learning, training and personal development and for future employment. Another question in the survey designed for students wants to identify the aspects, the rules that a teacher need to capitalize during the evaluation process, becoming milestones in the development of self-evaluative skills of the students. The most important rule is justifying the marks granted to students, for which some 70% of all those investigated opted. In order to develop evaluative and self-evaluative skills, the teachers think that students should be asked to express their reasoned opinion on marks granted. Thus, over 90% of surveyed teachers consider this important because it develops the self-assessment skills, the self-control and self-critical sprit, it develops skills of proper self-evaluation under the guidance of the teacher, it points out more clearly the successful or less successful elements, received marks and knowledge. Approximately 8% of teachers investigated considered that the student should not to be involved in this process because it is too subjective and has a too little experience for being able to self-evaluate (see figure below).

Involving students in granting marks
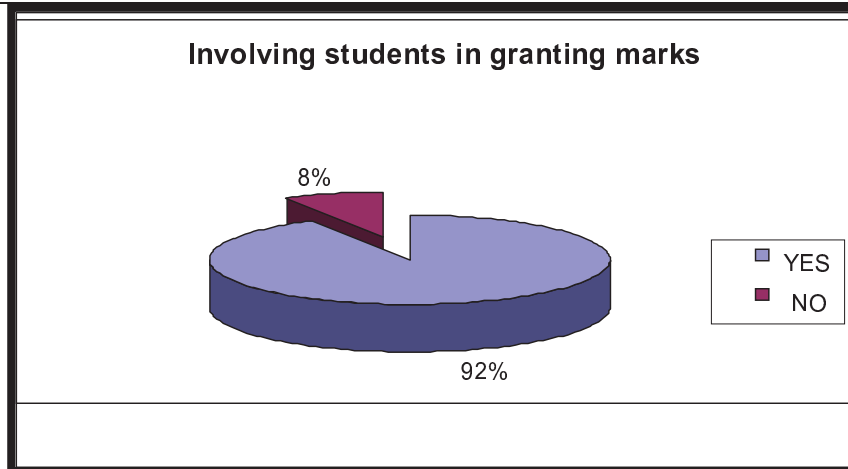
Approximately 56% of teachers whom involved students in the process of self-assessment found out that marks granted are in accordance to the real performance, and 44% considered them to be overestimated in relation to performance. In this situation, it is necessary to improve and review the self-evaluation techniques used in the classroom in order to develop these skills.

Regarding students' ability to predict their own or colleagues marks in a sample evaluation, it was shown that about 70% of students surveyed said that their could anticipate their mark fairly accurate, and with the same accuracy they could anticipate the marks of colleagues, said a rate of about 45% of students surveyed (see figure below).
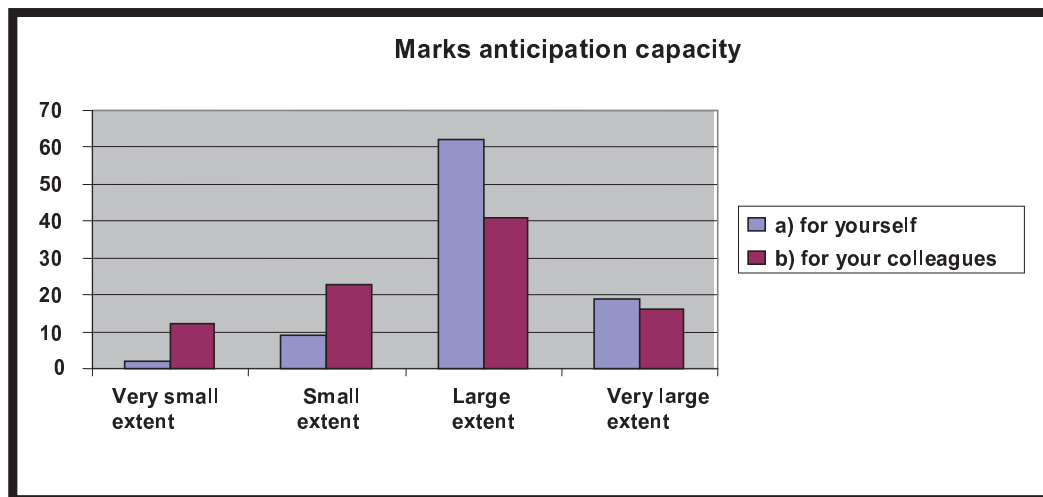
For the marks anticipation, the interviewed students relayed in particular "on their own knowledge, on the quality of answers, on their previous experience in assessment, on the methods to address the questions and by relating on the scoring scale provided by the teacher." For the anticipation of marks granted for colleagues, the interviewed students relayed in particular "on their previous oral and written answers, on the knowledge that they know that they posses, on the teacher feedback, on the clarity, accuracy and consistency of responses, on the activity during classes". About 10% of students are not interested in anticipating the marks of classmates. Also in this respect, teachers think that

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most students (about 84%) were able to predict their marks, because inquiring students about the evaluation process is a common practice. The students wishing to succeed know the scoring scale, the objectives and evaluation criteria they are objective and fair, and the teacher is also objective in all situations. If students receive a poor mark, about 60% of them understand the reasons for granting it by the teacher, because the mark is explained, justified and it is always in accordance with evaluation criteria. The disputes relating to receiving a poor mark are due to the fact that some students are not aware of the correct answer, they overestimate their skills, they don't know the scoring criteria, the families unfavorably influence them, are not observant and interested, have a high dose of subjectivity and poor self-evaluative and evaluative skills.
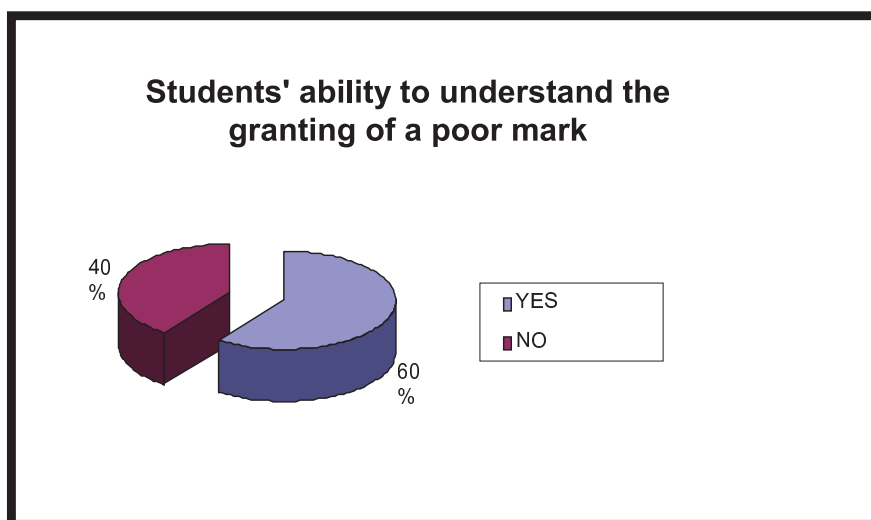
For this purpose, because the percentage of students with such problems is quite high (as can be seen in the figure above), we recommend a greater attention to the development of self-evaluative skills necessary both in school and in personal life, by the effective use of various techniques. An approximately 44% of teachers believe that exacting in scoring is necessary for developing the evaluative and self-evaluative skills among students and also for improving the students responsibility regarding the evaluative act, while a very close percentage of surveyed teachers (40%), considers that this criteria should not be considered in scoring. Opinions are divided because they are related to each one personal experience during his career and to prior accomplishments with students.

Interaction between teacher and student is the support that teachers can provide for students during assessment to overcome difficult moments. Thus about 72% of surveyed students considered of great support to receive explanations, guidance as clear as possible on unfamiliar concepts, examples, additional questions without affecting the mark, about 10% of students consider relevant information on assessment methodology, about 7% do not need support because they can handle things alone, about 10% need stimulation, encouragement, creation of a relaxed and pleasant atmosphere in order to eliminate blockage and emotions, and 1% need to know what goals that must be achieved by students.

Conclusion

After analyzing the data, we noticed a two-way relationship between evaluative and self-evaluative skills and elements of interaction, communication and strengthening of learning. The formative aspects of assessment are appreciated by both students and teachers as well, based on the interaction and immediate strengthening actions. We believe that objectivity in evaluation, will determine the development of the students' evaluative skills. For this, a full transparency regarding the used scoring criteria is needed, a continuous interaction, a mutual knowledge and a permanent encouraging regardless of the size of success.Teacher's ability to strengthen and encourage success and use the mistake as an opportunity to learn, will allow stimulation and a greater involvement of students in the evaluative process and therefore an increase in the quality of learning. Conducting frequent inter-evaluation, developing the argumentative skills in students in terms of clear and objective criteria, will eliminate errors in evaluation. An improvement and a review of classroom assessment techniques is also needed, for developing the self-evaluation skills needed both in school and in everyday life.

The evaluation process has a great formative value for students. Periodic evaluation will determine the student to learn regularly, helps in training and skills development, develops habits related to independent, makes him is more responsible for the activities undertaken. If the students know the criteria on which they are evaluated, the students will be aware of the demands being put on them and on this basis, they will outline their interests, they will aim for goals consistent with the possibilities they have. Student assessment becomes a landmark in the self-assessment, in developing an image of self. Not paying more attention to the way of distributing the forms of strengthening, punishment and reward balance, both positive and negative appreciation, can lead to a depreciation of the student's personality, when overusing rebuke, especially when rebuke is not kept limited ("today you have learned your lesson"), but takes the form of a global depreciation ("what will come out of you"). It is no coincidence that the teachers that drive students through praise, obtain better results in education. They positively appreciate the "difficult students" even for some minor progress thus trying to develop, as a permanent basis, the students' confidence in their own abilities.

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