

## REPORTING CRITERIA OF THE EVALUATIVE REALITY. THE TRADITIONAL VERSUS THE MODERN ASSESSMENT

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**Abstract.** *The present study analyzes the directions of teaching methodology's modernizing emphasizing in the theoretical level the need to move from traditional methods of assessment to the complementary ones. The research project has targeted as objectives: studying the option of secondary education teachers to use complementary or traditional methods of assessment in comparison with the seniority in teaching and learning environment. The research sample involved teachers in secondary education, both urban and rural areas, being a nationally stratified sampling. The results of the research get the adhesion of the teachers to use complementary methods of assessment.*

**Keywords:** *complementary methods of assessment, traditional methods of assessment, traditional assessment, modern assessment, perceptions and opinions of the teachers.*

### 1. Introduction

This study presents in reflexive theoretical plan the scientific substantiation of directions for modernizing of the alternative and complementary assessment methods and their formative valences by systematizing and outlining their epistemological, theoretical premises in the literature of specialty.

In practical-use plan realizes a project of empirical research that contributes to the development of a reference framework in the application of complementary methods field.

In this way, the present study analyzes the perceptions, opinions, views of the teachers on the need of using the alternative and complementary methods of assessment with reference to: the degree of using of traditional methods

based on seniority criterion in the teaching activity - sample of teaching teachers; variable correlation between "the degree of using of the traditional methods" and the variable "educational environment" - sample teaching teachers.

„Traditional education system consist of one way communication system by the gurus to the pupils, which consist of imparting education to the pupil in best possible way. In this student require to attend the classes in person.” (Upasana, 2014, p. 149).

Current trends on modernizing education process have diversified the issue of the school assessment registering the shift from valuing and certifying the acquisition of the knowledge to the acquired skills and capacities.

In order to highlight the directions for modernization of school assessment, we present the most important aspects of the evolution field of school assessment.

Since the nineteenth century there are used more and more the so-called objective or intuitive methods based on the principle of intuition, developed by Comenius and Pestalozzi, the didactics' classics and towards the early twentieth century there are gradually introduced some methods of applying the knowledge. It gains importance the exercises after model or after before given instructions, as well as the practical activities focused on imitation, however. In schools, learning discipline is provided generally by coercion, by applying severe methods, authoritarian, based on the use of penalties.

Today, the theoretical and practical pedagogy propose a variety of approaches to school assessment, whose analysis highlights important changes of conception and implementation of this approach by increased interest in cognitive or social referent.

The cognitive reviewer represents the triumph of cognitivism on behaviorism, promoting the interest in competence, for an integrated assessment for learning, formative and forming-metacognitive assessment.

The social reviewer determines the assessment approach in relation to social, interrelation aspects between educational partners promoted to actors.

Making a foray into the issue of assessment at present, Jean Vogler concludes quite categorical: its universe is neither coherent, nor homogeneous, nor consensual.

"It is not homogeneous and coherent because of the various trends crossing it. Today, two systems of assessment coexist. The first is traditional, secular and therefore rooted in the mentality of his players. Next to this, and

somehow against it, there has been developed in the late 60s, a different assessment, which we could call it as modern "(Vogler, 2000, p. 82).

Going along the same lines of analysis of the modernizing assessment in the current stage, Constantin Cucos also insists on distancing and fundamental distinguishing of this process from the classical controlling of knowledge or from the traditional measurement, with values of objectivity and design of assessment as a way to improve, which involves a global training strategy: "In the modern acceptance, the assessment must not be understood as a supra-added or superimposed stage of learning, but it is an integrated act to the pedagogical activity." (Cucos, 2008).

The assessment does matter less and less in terms of measurements and results and more and more in terms of its evolution. This concept has rebuilt its dimensions moving from knowledge to processes, cognitive mechanisms, attitudes, motivations, values. The assessment becomes a tool of assessment for "the processes involved in the achievement, the development and the correction of learning." (Bruner)

Miron Ionescu affirms that „ the dichotomy classical (traditional) and modern methods is wrong and even harmful. Those from the first group should be reconsidered and used in a new form, combining them with the latest” (Ionescu, M., 2003). Siebert draws the attention on the necessity of a combined use of traditional strategies with those based on modern technologies, as „concomitantly with emphasizing the advantages of new technologies, the exigencies of their adequate use increased towards efficiency, in order to avoid the well-known errors of the educational means or to avoid the exaggerations as regards their possibilities of instruction.” (Siebert, 2001, în Tudor, 2012).

In the research project, we proposed as objective:

The option’s study of teachers in secondary education to use complementary or traditional methods in accordance with the length in the teaching and learning environment.

We have identified as general hypothesis of the research project:

If the identification of level of use of the traditional methods of assessment, then the secondary school teachers with experience in teaching and the ones in rural areas will opt for the complementary methods in the future evaluative practices.

For operationalization, we have used the following variables:

- 1) the correlation between the use of complementary and traditional assessment methods with the seniority in teaching;
- 2) the correlation between the use of complementary and traditional assessment methods and the educational environment.

## 2. The methodology

### 2.1. The sample

The sampling of the research was stratified by type, comprising 328 teachers. The stratification had as coordinates the educational environment and length of teaching. In this study we will analyze the correlation between variables and urban and rural environment, representing the primary, secondary and high-school education, ie seniority in teaching.

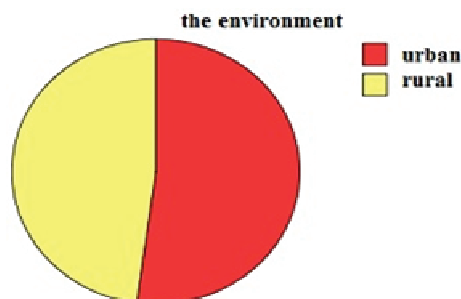
### 2.2. Environmental variable analysis (sample teachers)

All the interviewed subjects have answered the question to identify the environment. Thus, we find absolute frequency on the categories of the environmental scale: 171 people in urban areas and 157 in rural areas (see Figure 1).

In Table 1, the subjects in urban areas represent a relative frequency of 52.1%, the subjects in rural areas representing 47.9%, the cumulative frequencies being of 100% for the environment variable.

**Table 1. Frequency's identification for the categories of environmental scale**

The environment		Frequency	Percent	Valid Percent	Cumulative Percent
valid	urban	171	52,1	52,1	52,1
	rural	157	47,9	47,9	100,0
	total	328	100,0	100,0	



**Figure 1. Representation of the environmental variable values**

### **2.3. Methods**

We have used as research methods the based on questionnaire analysis method, applying one questionnaire to secondary education teachers.

We have proposed that the investigation method based on the questionnaire for teachers to grasp the ways by which the school assessment in institutions of secondary education both in urban and in rural areas is done.

Questionnaires objective are centered on:

- The study of perceptions of target groups on the application of traditional or alternative and complementary methods of assessment.

We have made a preliminary analysis of the obtained data following the application of the research tools through which we discovered distribution characteristics, the quality of data, in order to define the indicators that will be used for statistical analysis.

### **2.4. Tools**

The questionnaire, being the basic instrument of our research. In order to check the hypothesis referred to the study of teachers' perceptions on the traditional methods of assessment, we have applied the questionnaire addressed to the teachers.

We have made a preliminary analysis of the obtained data following the application of the research tools through which we discovered distribution characteristics, the quality of data, in order to define the indicators that will be used for statistical analysis.

#### **2.4.1. The calculation of Cronbach's Alpha coefficient for the questionnaire applied to teachers**

We propose a study of fidelity by the internal consistency calculating the Cronbach's Alpha coefficient for the questionnaire applied to teachers. The test informs us that all 328 subjects have responded to the questionnaire questions.

We got for the questionnaire applied to the teachers a Cronbach's Alpha coefficient in raw form having a value of 0.856, and in a standardized form (form based on correlations) having as result 0,954.

Another important information the application of the Cronbach's Alpha test offers us is the one related to the statistical interpretation of the items,

establishing the media of the items, their variation, the co-variations between items and the correlations between them as shown Table 2.

From the presented results we can identify an average of 2,850 items, located between the minimum values of 0.348 and maximum values of 8,835, which shows that there are significant differences between subjects' answers to these questions, fact which provides the variability.

**Table 2. Questionnaire's Items Statistic Representation**

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variation	No.of Items
Item Means	,850	348	,835	,488	25,421	,977	63
Item Variations	,635	229	13,118	12,889	493,375	8,308	63
Inter-Item Co-variation	,7809	8,809	,200	4,009	-,590	065	
Inter-Item Correlations	09	,720	856	,576	-1,189	035	63

### 3. Results

Within the statistical analysis we have processed the obtained data in order to verify the research hypothesis establishing a relationship between different variables of the questionnaire and hypothesis, for which it provides ascertained guide marks, setting their co-variation.

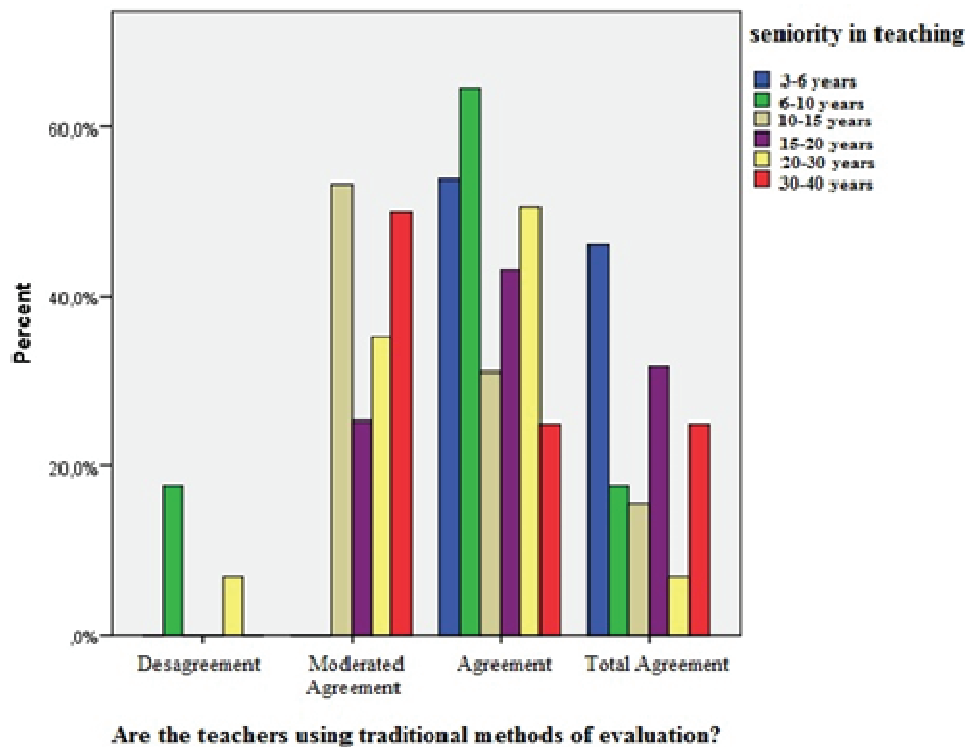
#### ***3.1. The study of teachers' perceptions on traditional assessment methods***

To check the first hypothesis we studied the co-variation between the using ranks of traditional methods related to the seniority criterion in teaching – sample teachers.

Teachers in primary, secondary and high school believe they approach the traditional methods for assessing pupils performance.

We can see (Figure 2) following this comparative analysis, that a rate of 1.8% of the sample, the teachers with less seniority in education (6-10 years) and (20-30) express disagreement with the use of traditional methods of assessment in school practice; the next stage representing total agreement with a percentage of 7.6% is highlighted by those with a teaching experience between (15-20 years), the third step is determined by the moderate agreement with a percentage of 11,0%, being represented by those with a

seniority of (30-40 years) and the fifth stage expressing the agreement stage is represented by a part of those with a seniority of (20-30 years) with a percentage of 13.1%.



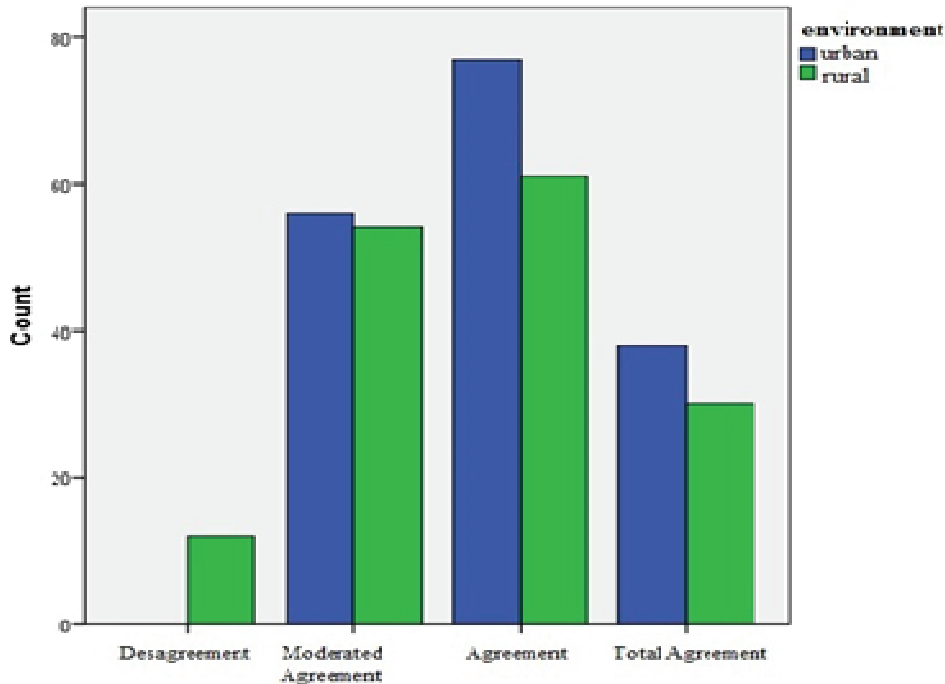
**Figure 2. Correlation's representation between the variables: the using of traditional methods - the teaching seniority**

Also to check the first hypothesis we will study the correlation between the "rank of utilization of traditional methods" variable and the "educational environment" variable - sample of teachers.

In order to know the general opinion of teachers regarding the landing of the traditional methods of assessment, we can make the correlation between this variable and the one specific to the school environment: urban and rural.

Thus, in order to relate to the percentage criteria compared to the variable value, we can identify the fact that the ones in rural areas were opposed to using traditional methods (100%), those in urban areas showed a moderate agreement (50.9%), also those in urban areas recorded the highest percentage for expressing the agreement (55.8%) and of the total agreement (55.9%) -

the differences being caused by the unequal distribution of the sample of respondents (171-urban; 157- rural), (see Figure 3).



**Figure 3.** *The corresponding relation between the variables: using of traditional methods – educational environment*

#### 4. Discussions

Analyzing the registered results for checking the first variable regarding the correlation between the utilization of the complementary and traditional methods of assessment with the seniority in teaching, we find that teachers who have experience in teaching for no more than 10 years reject the use of traditional methods of assessment, on the same position with them standing those having a seniority of 20-30 years.

We consider that these two categories of teachers have a large opening for complementary methods for assessment, opining that these are the ones effectively evaluating the pupils' skills. The teachers with a seniority of 15-20 years are those who do not reject the traditional methods of assessment, expressing their frequent use, the ones with a seniority of 30-40 years are using them moderately, result that leads us to say that this category of teachers is also using complementary methods, but to a lesser extent.



We consider that the last category alternates the use of traditional methods of assessment with the complementary ones. We plan for a future study to identify the factors underlying the preponderant use of traditional assessment methods, development of some training programs for this group of teachers.

The statistics data obtained for checking the variable regarding the correlation between the use of complementary and traditional assessment methods and the learning environment gives us a solid basis to identify the fact that the respondents of the two media are agree with the use of traditional methods of assessment, recording the highest percentage at this value of the variable (45.0% - urban; 38.9% - rural). Thus, we can find a compatible vision of teachers in the two areas.

The first item of the questionnaire, with which we have asked teachers to reflect on the share of using the traditional methods in the educational practice, has produced a significant change in terms of their design, achieving teachers' adhesion to use complementary methods of assessment.

## **5. Conclusions**

The undertaken research study has obtained the adherence of teachers to the proposed model.

Summarizing, we can state the following issues:

The study presents personal contribution: the approaching of the complementary/ alternative assessment methods field and the identification of their interdependence with the classic ones;

The main opened issues are: a profound study of the themes debated in the study; the extension of the research in the field of complementary/ alternative methods.

The study presents limits of the research determined by the following factors: the reticence of some teachers to correctly answer the questions in the questionnaire.

„We can say that traditional education system is the system which provides the education to the pupils in the manner that provides the overall benefit to the pupils. Purpose of the education is to acquire knowledge and skills and make them fruitful in life for one's own welfare and the other people. Thus traditional education is providing these all benefits to the society as whole as also it is affordable by any class of people.” (Upasana, 2014, p. 149).

A traditional assessment is intended to classify one class' pupils, “it is used either to classify the subjects or to place them in relation to the Gaussian type distribution - in relation to the famous Gaussian curve” (Cerghit, 2008). In contrast with these ones, “the modern methods assume a reporting to the

content standards which corresponds to assessment criteria, through educational objective” (Manolescu, 2010).

„We recommend combining traditional assessment strategies with multimedia and interactive assessment group strategies for improving efficiency in terms of ability to understand and interpret students and increase interest in school activities” ( Tudor, 2012, p.989).

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