

## THE PARTICULARITIES OF APPLYING THE METHODS OF WRITTEN EVALUATION TO THE TEACHING ACTIVITY. OBSERVATIONAL STUDY

DANA JUCAN\*

**ABSTRACT.** In the following research it is intended to present a picture of the existent situation at the level of the educational reality regarding the frequency of the use of assessment and test methods in the evaluation process, the particularities of these methods and the advantages they involve.

The research regarding the use of assessments and tests as evaluation methods, the particularities and the advantages of these methods, was realized at the level of education professionals, based on the administration of a questionnaire.

The results obtained indicate the fact that assessments and knowledge tests are frequently used by education professionals in the evaluative process because they are favourable to students' thinking and they also improve their memory.

Of importance is the problem of the way in which the most effective evaluation strategies (evaluation methods) are projected and applied to the different topics of a specialized field, taking always into consideration the impact that the objective/subjective evaluation has upon students, its impact in the field of the knowledge acquired by them, as well as in the field of their personal development.

**Keywords:** *the evaluation process, methods in the evaluation process, the assessments and knowledge test*

**ZUSAMMENFASSUNG.** In diese Forschung wollten wir eine Radiographie der gegenwärtigen Situation in der Ebene der Bildungswirklichkeit auf der Häufigkeit der Verwendung von Auswertungstests bei der Bewertung, die Besonderheiten und die Vorteile dieser Methoden erreichen.

Die Forschung in Bezug auf die Verwendung der Auswertungstests als Auswertungsmethoden, die Besonderheiten und die Vorteile dieser Methoden, wurde bei den Lehrern mit Hilfe eines Fragebogens durchgeführt.

Die erhaltenen Ergebnisse zeigen, dass Auswertungstests und Wissenstests werden häufig von den Lehrern bei der Bewertungsprozess verwendet, weil diese das Denken und das Gedächtnis von den Schülern hervorheben.

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Wichtig ist, wie man die effektivsten Strategien zur Auswertung (Bewertungsmethoden) zu verschiedene Themen im Bezug auf einen Fach konzipiert und anwendet. Man sollte immer die Folgen der objektive / subjektive Auswertung den Schülern in Bezug auf ihren Wissen, aber auch auf ihrer persönlichen Entwicklung beachten.

***Stichworte:** Auswertung, Auswertungsmethoden, Auswertungstests, Tests*

## **1. Introduction**

In the following research it is intended to present a picture of the existent situation at the level of the educational reality regarding the frequency of the use of assessment and test methods in the evaluation process, the particularities of these methods and the advantages they involve.

The research regarding the use of assessments and tests as evaluative methods, the particularities and the advantages of these methods, was realized at the level of education professionals, based on the administration of a questionnaire. The questionnaire administered to the education professionals represented the main investigation technique.

In what concerns the informational content had in view throughout the investigation realized at the level of education professionals, we mention the fact that it had as its main objective the pointing out of the following aspects:

- the frequency of the use of assessments and tests as evaluative methods at different subjects
- the level of objectivity in appreciating the school performances quantified through the assessments and tests
- the degree of optimisation of the results quantifiable through the use of assessments and tests
- the extent to which it can be spoken about the usefulness of applying the method of assessments and tests

Through the above mentioned aspects it becomes possible to outline with enough precision and accuracy both the way in which education professionals relate to the use of assessments and tests as evaluative methods, and the significance they grant these methods.

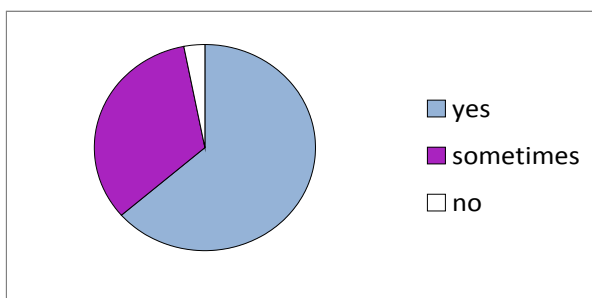
## **2. The Ascertainning Study**

The questionnaire regarding the opinions of the education professionals concerning the use of assessments and tests was administered to a number of 30 individuals chosen based on the simple random sample procedure. In the structure of the questionnaire addressed to education professionals were included

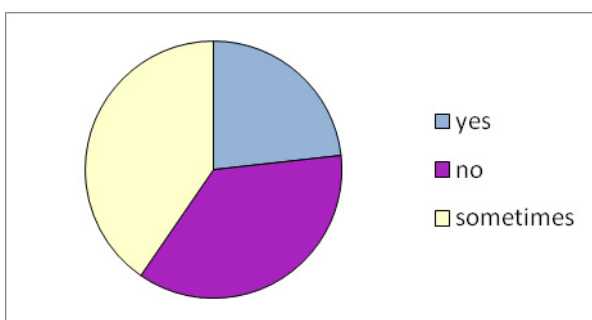
15 items. The requested answers can be classified by: open, closed and mixed. Due to the high level of homogeneity of the answers given by the teachers, the presentation and the interpretation of the results obtained were realized in a global and undifferentiated way, at the level of the whole lot of education professionals to whom the questionnaire was administered.

At the first question addressed to the education professionals we obtained the following results: 63% of those questioned use tests and assessments during summative evaluation, 33% resort only sometimes to these methods and 3% do not use them during final evaluations.

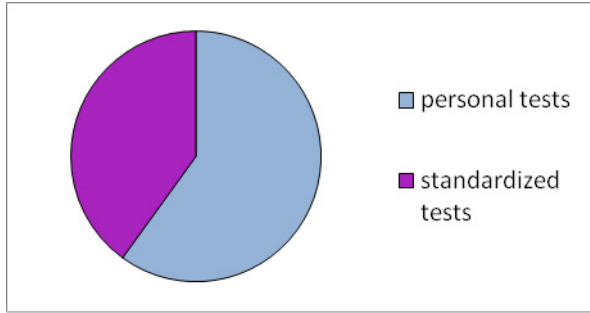
In what follows, we will reproduce the graphic form of the result of our analysis:



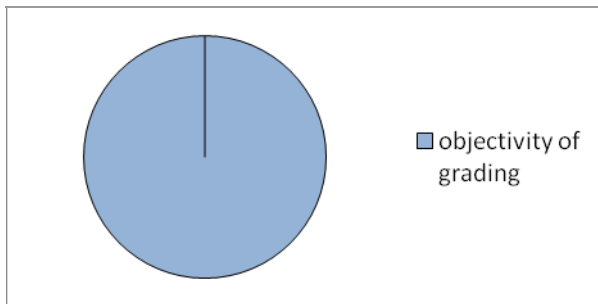
The second question referred to the frequency of the use of tests and assessments during formative evaluation. The data obtained after the analysis of the questionnaires indicates the fact that 40% of the education professionals use tests and assessments during formative evaluation sometimes, 36% do not use tests and assessments in such circumstances and only 23% of those questioned use them regularly.



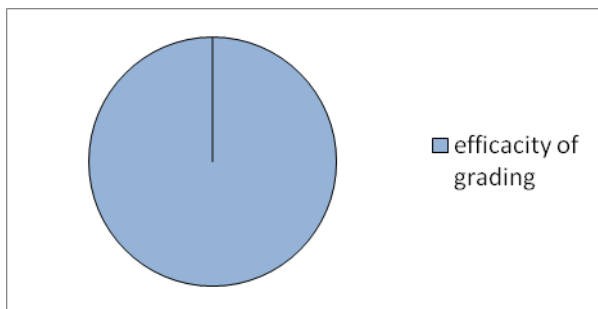
In what concerns the type of tests used (personally elaborated by the users or standardized), 60% of the questioned teachers use personally elaborated types, and 40% resort to standardized tests.



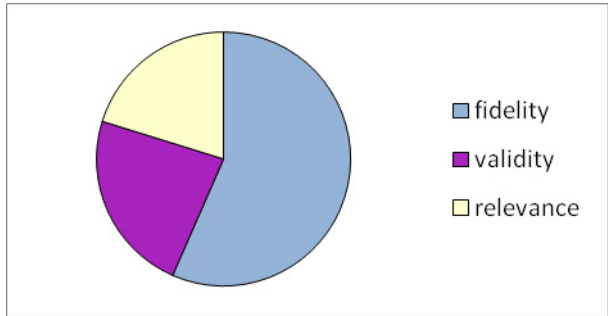
Questioned about the objectivity of grading at tests and assessments, all teachers answered favourably to this characteristic.



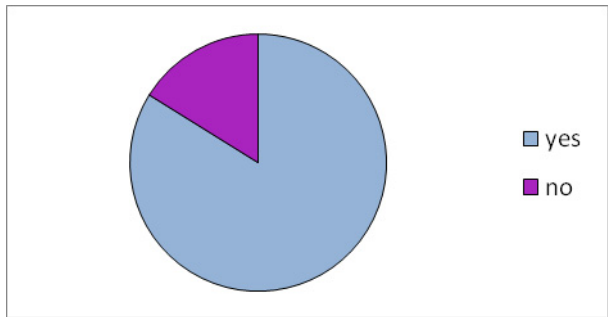
Concerning the efficacy of grading for tests and assessments, all the questioned individuals were of opinion that these are easily and quickly graded.



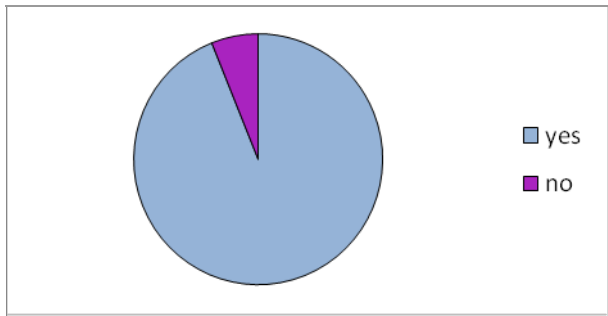
The opinions of the education professionals regarding the characteristics of an efficient test and of an efficient assessment are classifiable in the following manner: 56% of the individuals lay stress upon fidelity, 23% are of the opinion that validity is fundamental, and 20% support the relevance of such a method as its fundamental characteristic.



83% of the questioned teachers are of opinion that students should possess general information concerning the preparation for the tests and for the assessments, while 16% do not support this idea.

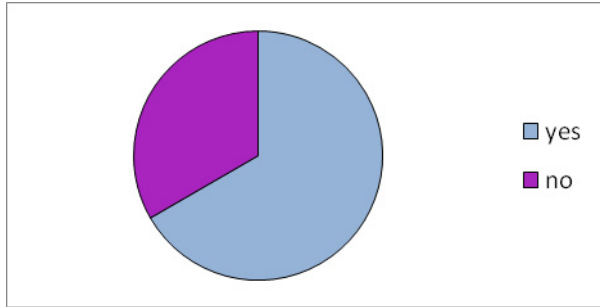


The education professionals' opinions in what concerns informing the students about the various strategies of solving the tests and the assessments are distributed as follows: 93% are of opinion that students should be informed, and 6% of the teachers do not hold this information as useful for the students.

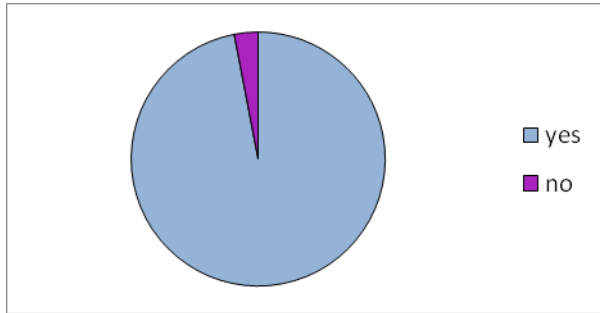


Another question refers to the optimal number of options of answer for each item of the test. 66% of the teachers are of opinion that 4 options with one correct answer are enough, while 33% are of opinion that this method is too easy, suggesting the introduction of multiple answers.

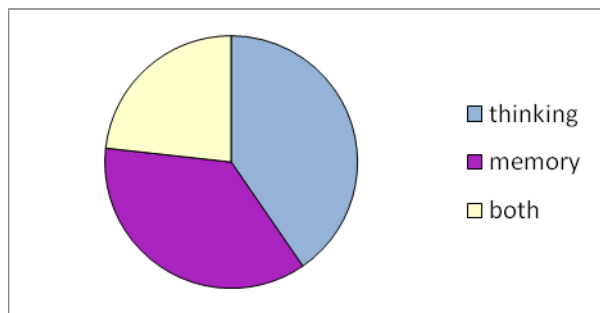
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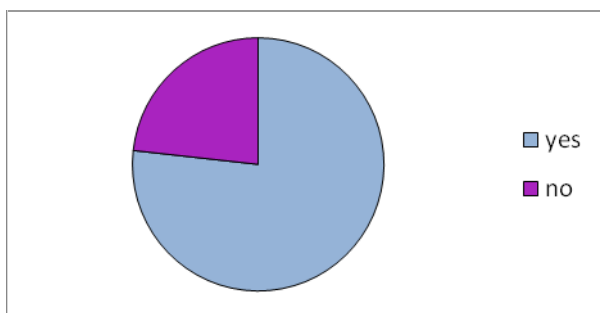
96% of the questioned education professionals discuss the grades with the students after giving the tests and the assessments, 3% do not hold this method necessary.



40% of the questioned teachers state that tests and assessments improve students' thinking, 36% are of the opinion that these evaluation methods improve memory. 23% are of opinion that both mental processes are involved in solving the tests and the assessments.



In what concerns the usefulness of giving tests and assessments, 76% of the teachers consider them useful, and 23% do not.



### 3. Conclusions

The results obtained indicate the fact that assessments and knowledge tests are frequently used by education professionals in the evaluative process because they are favourable to students' thinking and they also improve their memory.

In formulating the assessments and the tests it should be taken into consideration the fact that, in giving the answers, students should not be requested simply to reproduce from memory the informational content. It is advisable to present students with topics which would involve a selection and an adaptation of the study material, a process of reshaping it, as well as practical abilities of using and applying it, in similar or different contexts, by training their processes of the mind, their ingenuity and their creativity.

Since any process of instruction and education aims at forming and developing certain behaviours and competencies in students which are presented in the operational objectives established beforehand, it is natural that the same objectives should form the basis of the evaluation process and, respectively, of the projection of the evaluation methods. Therefore, between the assessments and tests and the operational objectives there is a very tight correlation, in the sense that the evaluation methods are built by relating directly to the operational objectives.

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