

## EVALUATION – AN OPPORTUNITY TO INCREASE THE EFFICIENCY OF THE INSTRUCTIVE-EDUCATIVE ACT

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**Abstract.** *In the history of pedagogy, two theories have been delineated concerning the evaluation: one traditional and one postmodern, based on the pupil/student's personality in his/her relation to the teacher and to the class. The complementary methods of evaluation constitute alternatives to traditional evaluation; they stimulate the interrelation and collaboration spirit between pupil/student and teacher, and among pupils/students, which determines a higher efficiency of the instructive-educative act. To these, the metacognitive evaluation strategies can be added, which lay at the heart of the preoccupations the pupil/student, the evaluation being turned, in this way, into an instrument by means of which the pupil/student “learns how to learn”. This is what the ideal teacher of the future should look like.*

**Keywords:** *evaluation, performance, efficiency, creativity, strategies.*

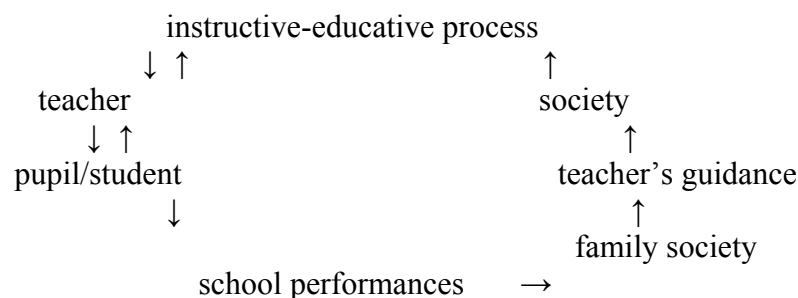
### Introduction

#### 1.Evaluation – an educational assessment operation.

Beside teaching and learning, the instructive-educative process also supposes the activity of evaluation as a necessary operation in the relation with the other components of this process. Evaluation supposes the appreciation, the estimation, the grading of the pupils/students' performances at a certain moment, for a certain discipline. This didactic act involves the teacher and the pupil/ student (the evaluated person). The research carried out in the domain of pedagogical psychology has highlighted the fact that an objective evaluation of the pupils/students' performances stimulates the learning activity of the evaluated person, increasing their trust in their own forces, stimulates their psychical activity (their volitional-affective processes) but may also be a landmark in their school-related and professional orientation. From the perspective of the teacher's role, knowing the pupil's/student's behavior and the level of his/her acquisitions has to be a continuous process, developed throughout the whole didactic process: at the beginning of the didactic activity, in order to investigate the level of training characteristic for each pupil/student and for the whole class and in order to conceive an adequate strategy, during the learning process, in order to quantify the school progresses step by step; at the end of the didactic approach in order to record the learning results in relation to the pedagogical goals established before and to project the future didactic strategies meant to improve the school results.

These check-outs and educational evaluation appreciations also have the function to inform on the functionality of the educational system<sup>[1]</sup>. So, the evaluation supposes three operations: measurement (quantitative, qualitative, descriptive), appreciation (emitting

judgments according to a scale of values) and decision (validating the result of the evaluation – the actual mark by means of qualifications and grades from 1 to 10)<sup>[2]</sup>.<sup>3</sup>



### 1.Scheme of relations in the didactic process

### 2.Assessment functions. Assessment procedures

The modern history of pedagogy has known several approaches concerning the functions of evaluation<sup>[3]</sup>.

- G. de Landshere refers to three essential functions (weighing, diagnosis and prognosis);

- I. Bontaș identifies five functions (educative, selective, diagnosis, prognosis and socio-economic)

- G. Munteanu considers that Musical Education evaluation should accomplish three functions (selective functions: diagnosis, prognosis and education).

The concept of evaluation/assessment acquires new semantic significances during the 20<sup>th</sup> century, evaluating from the traditionalist conception to the constructivist theory according to which evaluation does not manifest itself only on the level of the learning process but also regarding the pupil/student's training and development of his/her own self-evaluation skills.

In the specialized literature (but also in school practice), three forms of evaluation are used: initial/predictive, summative and continual/formative.

The initial evaluation is meant to observe (diagnose) the level of knowledge, habits and skills at the beginning of a school year, curricular cycle etc. in order to project, plan and structure the didactic approach. Musical education can be carried out by: testing the musical skills / theoretical / practical tests, interpreting a musical piece, recognizing the composer and the musical piece heard etc.

The summative evaluation is carried out at average time intervals, either at the end of a chapter (example: study of the musical language elements) or at the end of the school / academic year. For the discipline Musical Education, this kind of evaluation can be carried out, according to case, at the end of a learning segment (choir repertoire, recognition of some auditioned pre-classical, classical, romantic pieces etc. ) or during extracurricular activities (shows, festivals, contests, Olympics).

<sup>1</sup> Radu I.T., *Teorie și practică în evaluarea eficienței învățământului* (Theory and Practice in the Evaluation of the Educational Efficiency). EDP, București, 1981

<sup>2</sup> Munteanu G., *Metodica predării educației muzicale în gimnaziu și liceu* (Musical Education Methodology in Secondary School), Editura SignaPrimex ,București, , 1999

<sup>3</sup> Oprea,C-L-op. citat pp 241-242

The current evaluation is carried out permanently, step by step, being considered the most effective type of evaluation, as it is realized on small controllable sequences, contributes to the improvement of learning, addresses all the musical intelligence / skill levels, establishes a type of relations teacher-pupil, pupil-pupil, pupil-class, and allows self-evaluation.

In *Strategii didactice interactive* (Interactive Didactic Strategies), Lacramioara-Crenguta Oprea identifies the functions of evaluation from the perspective of the postmodernist education as follows: the function of selection (pupil classification in order to give them access to a superior educational form or program), motivational function (meant to stimulate), feed-back (regulation of the learning processes), “activity improvement and optimization”, <sup>[4]</sup> (clarification of the ideas, selection of the ways to improve and covering the gaps), supervision (monitoring the attainment of the goals proposed), school and professional orientation (guiding the pupil towards a specialization allowing him/her to develop the skills and competences acquired until then).

### 3.Complementary assessment methods. Formative-educative qualities

The contemporary school practice has determined the appearance and the practice of some complementary methods (others than the traditional ones) “which improve the evaluative practice, avoiding the routine and the monotony”<sup>[5]</sup>. The complementary assessment methods stand out for their two major features.

- the evaluation of the learning results is realized strictly related to training, learning (sometimes concomitantly);

- they follow the school results during a longer period, attempting to shape abilities, skills and attitudes).

The complementary evaluative methods have a high degree of activism as they stimulate the interrelation and the collaboration between teacher and pupil/student. These methods have been proposed and presented as being<sup>[6]</sup>: individual and group portfolio; conceptual maps, case study, project, investigation, diary, reflection, systematic observation of the pupil's / student's activity and behavior, interview, the 3-2-1 technique, the R.A.I. method, audio and/or video recordings, pupil's personal activity sheet. All these evaluative methods help diversify and complete the traditional ones, being well known for their formative qualities (investigation, project, portfolio), for the stimulation of the heuristic learning, for the development of the cognitive skills (R.A.I method = respond, abandon, investigate), for the development of the metacognitive analysis skills<sup>[7]</sup> and metaevaluative skills (3-2-1 technique, reflexive diary).

**Conclusions.** The metacognitive assessment strategies are focused on the pupil/student, the evaluation being an instrument by means of which the pupil/student “learns to learn”.

All these methods contribute to the enrichment of the traditional evaluation techniques, turning them into interactive and productive assessment techniques, with an open character, in the sense of a continual improvement and diversification, in connection to the social and the educational system dynamics.

<sup>4</sup> Oprea, C-L-po. Citat pp. 241-242

<sup>5</sup> Oprea, C-L-pp. Citat pp. 256

<sup>6</sup>Metacognitiva-abilitatea individului de a-si cunoaste propriul process de gandire de comparare cu a celorlalti, conducand la autoevaluari si autoreglari.

<sup>7</sup> Ibidem

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