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**VI меѓународен балкански конгрес за образование и наука:
СОВРЕМЕНОТО ОПШТЕСТВО И ОБРАЗОВАНИЕТО**

(Охрид, 29. IX - 1. X 2011г.)
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FOR SOME NEW TENDENCY IN THE PROCESS OF EVALUATION IN TEACHING

Abstract

The improvement of the quality of evaluation is updated in all educational systems. In improvement of the quality of evaluation which is done by teacher the accent is put on the clear recognition of the subject, the indicators and criteria, as well as the transparency of the evaluation. In the study a starting point is the need for finding appropriate methods, ways for formative evaluation of the achievement of some of the newly founded goals in the new teaching programs. The selection of the methods varies from observation and asking questions as a part of the everyday teaching process to more formal and more structural methods as standardized tests. Using combination of methods the teacher receives data for the progress and the achievements of the students. Considering these data the teacher is planning the most effective way to help the students in the future. Namely, in this paper attention is directed to the portfolio as a method of formative assessment, its essence, structure and meaning.

Key words: *formative evaluation, methods, portfolio.*

A few words as an introduction

Changes in education as a social phenomenon have covered completely all segments of organized, intentional and institutional process of upbringing and education. One of the goals of changes is advancement of educational system which is the main answer for demands of modern life. When we talk about changes in school system of education and upbringing, it is completely understandable that they don't respect process of schooling in all its stages and complexity. Current reforms in that case were primarily related to the modernization of technology of schooling and techniques of tuition and teaching, modernizing of contents of schooling with some changes in teaching plans and programs towards enrichment of some existing parts and introducing new teaching contents. In spite of intensive changes and big investments, they were not complete and didn't reach their expected stage. Situation analysis showed us that certain changes were necessary in process element of teaching or more precisely at the stage of checking and evaluation in schooling. Here innovative procedures that were realized in spirit of changes needed several steps. First step was introduction of descriptive evaluation, then introduction certain techniques of formative checking student's achievements. Last step in process of evaluation refers to the introduction of different forms of

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following teacher's work through so called professional portfolio. All those changes have one unique purpose that refers to the improvement of evaluation quality and ensuring better conditions for better quality of education. Considering the complexity of the problem, the work covers just one segment that refers to the structure and the function of portfolio as a way of continued following and a method of formative evaluation at upbringing and educational process.

For some modern tendencies in process of evaluation in teaching

Process of evaluation in schooling makes successful attempts in tendency of innovating in upbringing and educational process continuously. Namely, changes that incurred based on upbringing and education respect the main request of the main basis of social demands in defining teaching essences guiding by categories of Bloom's taxonomy. These essential changes reflected to teaching plans and programs especially to their structural settings. When it comes to the quality achievements and effective and primary school, teaching plan and program are the main basis of planning, organizing and evaluating of upbringing and educational process. With that, they have the main place at educational policy. With teaching plans and programs, contents of education, teaching and learning are covered. Therefore, innovating of teaching plans and programs attracts much bigger interest of experts and public. New conception of nine-year basic education and new teaching programs are focused to principles, essences, contents, activities and expected results. Actually, they make a new access for planning and organizing of schooling according to new life needs of a student, as well as social, economic and cultural needs. Here the focus in educational process is moved from the content planning and programming to substantial and content programming. In other words, expected effects are explicitly planned-student's achievements (knowledge, abilities, contents, resources, activities clearly defined in basic education). This creates basis for measuring and checking of achievements and quality of education. So, this is a huge chance for teachers to concretize independently teaching contents and methods in teaching process entirely according to anthropological, psychological and socio-cultural conditions that effect educational process. It's a possibility to express professionalism and creativity of a teacher. Important gains of changes are related to using contents and teaching methods by connecting studying and experience of students, flexible organization in teaching time, encouraging to individual activities as well as encouraging to socializing and cooperation while studying. Tendency for modernization is extended to the part that is related to forms of following, checking and evaluation. In that sense descriptive evaluation has been introduced in the first evolving period of nine-year primary school as a unique way of evaluation of student's achievements, and in the second evolving period from the 4th to the 8th grade in combination with numerical evaluation. New way of evaluation enables students to meet contents of numerical marks and to get motivated for schooling and studying. Parents also have the opportunity to get to know real achievements of students. This modern tendency drags another essential change that is, emphasizing the meaning and the cause of continued student's achievements. But it shouldn't be understood that lack of it existed in our educational system. On the contrary, it was present, but now its

meaning and function have been emphasized with tendency to get a real place versus previous formal existing. Tendency of modernization of upbringing and educational process in Republic of Macedonia continues. Changes that occurred and that were described earlier drag introduction of other innovative procedures like educational standards and criteria of evaluation student's achievements based on teaching plans and programs. It drags another tendency related to continued innovating of teaching theory and practice creating and developing concept of following and evaluation of a student's achievements. These innovative actions are subjects of interest in this work although they couldn't be understood as long as we don't mention another innovations that intensely, complementary, continuously and aggressively penetrate in all segments of upbringing and educational process following the trend of time they exist in.

Why we decided for tendency in process of evaluation in teaching?

Reasons are numerous. Meaning, conceptual and substantive side of a problem won't be discussed because they have already been included in former professional and scientific thesaurus. Here will be more word about some forms of evaluation that were incorporated in the system of teaching and their meaning and function in Macedonian educational system. Nevertheless, there will be a little space for introduction for the main subject of interest. Checking and evaluation of students' achievements represents not only a pedagogic but a social problem, primarily for ensuring better quality of education and progress in a community. In that sense, educational institutions and educational authorities try to find a way for improving objectivity while evaluating students' achievements. Modern tendency in this case is based on conceptual and essential distinction in process of checking, following and evaluation. Former empiric experiences suggest on knowledge that process of following and evaluation is equal to the process of evaluation. This phenomenon negatively reflects to quality of teaching and studying, the quality of knowledge and forming values of young people. From there comes the tendency of developing system of objective following, checking and evaluation students' achievements that can evolve unique with normal understanding of conception of checking and evaluation. Namely, evaluation refers to the activity of a teacher for gathering information about knowledge, abilities and attitudes of students that are in function of formative evaluation using more procedures for estimating knowledge as objective tests, control papers, evaluating scale, content analysis, essays Marš (1994, 121). In teaching theory and practice there following and checking are emphasized continuous following and checking. It is especially important first to determinate essence of checking and according to it, checking gets one of functions as diagnostic, formative and summative. As it has already been said, second modern tendency refers to determination for educational standards and criteria in evaluation and of students' achievements. The last ones are based on standards of evaluation and categories in Bloom's taxonomy in cognitive area. But it doesn't mean that other two aspects of personality development, affective and psychomotor. All three areas in personality development are included in teaching subjects that are parts of teaching programs. In other words, there's an entire system of following, checking and evaluation of students' achievements in modern

schooling. Concept of modern schooling insists on bigger objectivity in evaluation. Gains of objective checking and evaluation are numerous from student's aspect as well as teacher's aspect. But, it's a fact that objective checking and evaluation increase motivation, quality of studying and knowledge of the one that studies or the one that increases the quality of knowledge. Following, checking and evaluation are processes that are closely related and that secure coherence in schooling. What is going to be evaluated, depends of teaching purpose. It depends on the result of evaluation how the schooling will proceed and what main goals they will strive. In the stage of evaluation, two processes are being complemented teacher's teaching and student's studying. In our teaching theory and practice, it is told about two kinds of evaluation: formative (during the teaching and studying) and summative (final), or evaluating for studying and evaluating of learned. Formative evaluation or evaluation for studying refers to process of evaluation that ensures information for students and teachers that are used for improving schooling and studying. That requires intervening during the educational process, collecting information that are going to be used for directing in teaching and studying. Information of formative evaluation could be used for getting feedback (to tell a teacher or a student how well is something learned) and to stimulate next activities (for making plans for next studying, for setting individual or group educational goals etc.). That's why giving students feedback has a main role in formative evaluation. Feedback information are based on facts about how and what students learn. Feedback information directed to studying to the assignment, can help students to identify their progress and be content with their achievements, to choose precisely their challenges they want to be faced with and to decide their next steps. This stage of introduction of shaping their studying can increase their knowledge about themselves as students, stimulate them for taking bigger personal responsibility and to be proud of their studying. Feedback information have to be given immediately and not late. This is important because students get the biggest benefit from fast feedback information. Formative evaluation is present while interaction between teacher and student in daily upbringing and schooling practice. Everything that students do or say-questioning, working on projects or tasks, independently or working with other students, playing, making models etc.-gives possibility that ensures information for the teacher and students about what they understand and what they can do, and what they are not able to do. Teacher interprets those information and uses the to help students in their work and to make further plans. That way the teacher can integrate formative evaluation in interaction between the teacher and the student and students can consider it as a natural way of learning at school. Teacher can also use information from evaluation for evaluation of his own work. Based on information collected from students, the teacher can make changes in his planning, in strategies related to organization of schooling and teaching methods for making students more successful studying. Formative evaluation includes using of evaluation on classes in order to raise students' achievements. That's based on the idea that students work better if they understand the essence of their studying, how far did they go and how they can complete their goals. Effective evaluation for studying happens continuously on class. Principles of evaluation are integral part of Evaluation standards that are described and explained. They refer to:

Evaluation, that primarily has a role to make students' achievements better; evaluation provides complete information about student's achievements; Evaluation is an integral part of a teaching process (of studying and teaching); Evaluation is based on using more different methods; Evaluation is a continuous process; Evaluation is fair; Evaluation is transparent; Evaluation is valid (reliable) and trustworthy (consistent and certain). Formative evaluation implies using different ways of evaluation. Choosing methods starts from supervising and questioning as a part of a daily schooling, to more formal and structural methods like standardized testing. Using combinations of methods, the teacher gets information about student's progress and achievements. Based on these information, he plans the most effective way to help them studying in the future. One of the methods in formative evaluation is a student's portfolio. Children in their early ages can develop their abilities for self-evaluation gradually taking more bigger responsibility for quality of his own work. Making portfolio is a useful way for encouraging these abilities. Portfolio represents a collection of a child's works that reflects his studying and progress during a certain time period. That can provide information about studying progress from a certain program area, a subject or a teaching topic. This way, portfolio is in function of continued following of student's achievements, provides conditions for objective evaluation which leads to better quality of studying. Depending on its essence, portfolio can be used during one schooling year, a semester or during a certain short time period. They also give possibilities for common evaluation when a teacher and a child inspect and talk about work, identifying positive characteristics. Portfolios can be used as printed papers or as electronic portfolios. Electronic portfolio known as e-portfolio or digital portfolio, represents a collection of a child's made of written works in electronic forms, presentations, multimedia reproductions software with information basis and that is being completed by a student. What can be a content of a student's portfolio? Portfolio content depends of his essence. Teacher decides for portfolio essence before it is used, for example: for showing students amount of work, to show students' stronger sides and their interests, to show their efforts. Portfolio can also be used for evaluation of learning and for evaluation of learned. Depending of its essence, it can contain samples of student's work of all schooling subjects or of one schooling subject including written works in different phases in his life (stories, letters, poetry); project work of one science subject, charts or math diagrams; photographs or videos from taking part in physical education. How does portfolio work as a method of evaluation? When a teacher decides for portfolio essence, he has a role to explain students the idea. He provides folders or boxes in full size or a student can make the by himself. A teacher can decide for a way of their storage (in printed or electronic form). A teacher or a student, or both can periodically choose works for portfolio having on mind agreed essence or criteria. A student can attach a short note explaining reasons for choosing that work. A teacher and a student can give mark or a comment for every work based on criteria that refer to schooling goals and results, but it is important that a teacher is aware that giving marks to work instead of comments changes portfolio role in evaluation. A class can organize portfolio exhibition during parent meetings with teachers. Some students maybe would like to tell something about their portfolios, their meanings and what

they have learned. If portfolio is understood then we can really talk about it as a modern tendency in evaluation process while schooling.

From aspects of final cognitions, visions and thinking ideas

Following trends of modern schooling and modern education initiates numerous innovations of entire upbringing and educational process. Tendencies of modernity are present in all stages of schooling, schooling technology, schooling communication, contents of teaching. But a problem of innovation in one stage of schooling as evaluation is more complex. Maybe because of the fact that the process of evaluation is a complex process of following, checking and evaluation, so tendencies for modernizing are tendencies in every of those structural elements. On the one hand, every of those elements has an inner structure full of complex stages connected to each other and whose results decide for the stage course. That's how on the effects of following information from this process depend methods of checking and evaluation. Evaluation, its cause and ways of realization students's personal portfolio have a big significance and can provide big contribution for increasing quality in education. It is estimated that if comparing to a teacher's professional portfolio, the a bigger picture of studying and teaching quality not only that is going to get entirely complete, then It is going to be more real.

On the other hand every of these processes need more detailed analysis of actual condition in schools, training teacher for using new strategies in schooling from aspects of following, checking and evaluation, involving students in all stages of evaluation process so as public evaluation. Valid and objective marks reflect image in school so from a student's angle as well as from a teacher's angle. They entirely shape profile of a community that exists in that educational system. Namely, innovating in this stage of evaluation doesn't end in schools and educational authorities. Its influences can be felt later and affect on community development in future. That's why maybe using student's portfolio continuously and also comparing professional portfolio is better for ensuring better quality of education and more real picture of education as one subtle society segment.

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