

## Assessment of Pupils, Its Role and Importance in the New Curricular Approach



### Linguistics

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Gezim Bara

Faculty of Natural Sciences, University of Tirana, Albania.

### Abstract

In this study we have addressed the evaluation of the students which is a key process of teaching and learning. It is the process of measuring performance and progress which highlights the value of knowledge work. Assessment as a process of merit and achievement judgment based on certain standards or criteria. Rating in teaching has to do with the process of the trial of the students, teachers and teaching methods. Assessment of students is an integral part of teaching and learning, whereby students understand how they have received the knowledge, skills, attitudes and values in powers. Until recently evaluation in class is considered as a mechanism for providing an index learning, which has taken into account a model to predict where: teachers are teaching, and test the knowledge of students about certain content, judge for their achievements based on those "tests" and then continue with the new units. This assessment order called into question today because the social expectations of education today has changed, cognitive science have provided new results on the nature of learning and evaluation for the traditional role of the learning motivation is now challenged. In order to be as realistic in that they say for this process, we did a study in gymnasiums "Sami Frasheri, and" Qemal Stafa "Tirana, where studies have based on interviews by means of a questionnaire prepared for groups of teachers with work experience and new teachers who do not have work experience. Through these interviews, we extracted information on the extent of the level of knowledge of teachers for evaluation, properly to evaluate students themselves and the methods used during the process of teaching. Purpose: To highlight the degree of recognition of teachers to the process of evaluation and the role that plays this process in the work of teachers for planning and improvement of learning and to help pupils in raising the level of learning that they know the level of knowledge obtained as well as experience in assessing impacts students. Material and Methods: The material used is survey with a questionnaire prepared with the answers given questionnaire drawn poses problems. The method I choose is that of the interview, so the method of quantitative instruments.

### Introduction

Evaluation has a view very different meanings and people often understand and different things when they use the word assessment. Assessment comes from the Latin word *ad* = supports, arms it, and *sedere* = to stay seated. Perhaps a more accurate definition would be "the process of judging the merits and achievements based on a certain standard or criteria."

Evaluation of students and teaching as a process during which values are determined based on the information gathered from the process of measurement and observation at the same time constitutes one of its functions well.

This is exactly what I will treat in this study which is organized by means of a questionnaire on the gymnasium "Sami Frasheri" and "Qemal Stafa", the two groups they experienced teachers and new teachers I have received information on how teachers react in relation to situations where you have to take account of students themselves and the methods used during the process of teaching. This interview will to guide us with clear conclusions as to the issue that I have taken in the study. As mentioned above undoubtedly an important element of assessment in teaching is student. As a very important process must be defined some main purposes of it. Assessment primarily aims at learning and student achievement. Through evaluation of pupils receive information about what I will have to learn, how they will learn and how to learn, this largely depends on the assessment that applies. But assessment serves not only to demonstrate that it has achieved the student to learn. With the evaluation information about the strengths and weaknesses of pupils then used to ensure its progress in the subject concerned. During this process, to control the progress of student learning based on that how the students oriented towards goals set out in learning. For evaluation there are two general functions: formative assessment and evaluation summary. Formative assessment is done before or during teaching. The goals of this evaluation are to take the lead teacher in the planning and improvement of learning and to help students to improve the learning. So formative assessment helps in the formation of learning, or in other words the formation of concepts, habits.

Often students were made and any side whose test revealed what areas of vulnerability have remained during the teaching, so that it aim problematic areas. While the summary assessment is made at the end of teaching. The aim is to enable teachers and students to know the level of knowledge obtained. Final exam is a classic example. Grading is very important during the evaluation process. Grading is used to present the results of achievement and academic progress.

It is commonly used to run the learning, to witness the achievements of pupils, to motivate school work. But we also put the center of evaluation and teacher. With more than one rating is a self-esteem. Self-esteem is the process during which made judgments for themselves or for some features of yourself. Self-esteem of teaching related to evaluation by the teacher of his teaching activity. To realize this process was made in support teacher assessment that others have for them. In order to achieve much better self-esteem teacher must recognize and possess the techniques of recognition itself, the collection of data, to know how to organize the information valuers, to use feedback and evaluation to improve its activity and to step found improved understanding of other actors in school activities.

Another process that should not be neglected is also the reflection of teachers who deals with the critical analysis that includes the element of recognition and effective it. Reflection helps in the understanding of teaching and problem solving in the professional development of teachers.

Reflection on the teaching process includes several processes as critical thinking, self-management, problem resolution.

There is a catalog that helps teachers to reflect. These include several points like:

1. Writing used for product to be assessed and recast.
2. Magazines provide data that can be used as a source.
3. Registration of the case a structured activity with some alternatives
4. Hypothetical situations: situations stimulated as role-playing, case study.
5. Instruments of feedback, rate and inventory valuers used to ensure data teacher to reflect on events, issues.
6. Platform: Platform includes the preparation of teachers in a process of reflection.

Like assessment, self-esteem reflection are processes that accompany the life and activity of school and learning but you really are not recognized in schools and our country. The activity of these schools is based on traditional conceptions and practices. It is obvious demand for these contemporary experience and in this aspect of school activity.

### **Methodology**

In this paper I take high school teachers review "Sami Frasheri" and "Qemal Stafa" Tirana. Their selection is done randomly, based only on a single criterion: their experience over the years. What is worth mentioning is the fact that teachers also became clear that the interviews were purely for research purposes.

Although I mentioned above that the choice of teachers was made by chance, the criteria was not such experience. The reason why I chose teachers with many years of experience and those with less, is done in order to understand how it impacts on the one hand experience and knowledge learned in a long period of time on the other side of teachers formation as valuers. So I can compare and better their way of evaluation, to students, and teaching himself.

The method I choose is that of the interview. Semi-structured interviews are through their .With I aim to achieve deduce sufficient and clear for the formation of these teachers regarding valuation.Their answers will help in drawing conclusions for our study.For more questions are directed not so directly but in an indirect way.

The following were present questions that I used to build this interview:

1. What is assessment for you? In what way do you rate?
2. What do you use the grade?
3. To decide which rely grade? Will you have a special requirement?
4. A set of evaluation table at the end of the text written? How does this help you?
5. What do you do at the end of every lesson?
6. Think about the methods that you use in the classroom are the most benefits?Why?

### **Analysis and Results**

After the interview with the teachers I have analyzed their responses in comparative way. The goal is to reach the conclusion that as we experience influences the way the evaluation of students and teaching. Despite that teachers explained that the interview was being accomplished for study they were not told what the purpose or goal of the study itself. When old teachers were asked what was the first assessment for them and and how do they rate the students they emphasized the mark.

Rating for them was the establishment of a note that fits those who had learned the student. Almost in the same way they respond and new teachers who considered evaluation as a way to determine the level of pupils, their learning and how they have managed to learn during a chapter or school year. Based on the answers to teacher evaluation I noticed that for them it was very important for the work performed.We answer the second question as teachers, new and old, and they admit that they use to rate grade pupil.But none expressed that uses a formative assessment where to be present and the positive or negative signs.Though worth noting that new teachers admit that the rating scale is also one of the ways to rate projects in various tasks.

Furthermore they use the grade not only to show the achievements of pupils but also to motivate the student.New teachers of direct claim but does not explain how this affects the motivation grade while older teachers and why not mention this thing literally imply.

They say that when the student learns his level through the notes, if there is willingness learns more to be valued at a higher grade.So they probably do not understand this as a kind of classroom management but thanks to years of experience they already know that satisfied students and to try and higher results.To place new teachers based grade always has acquired skills that the student in what he knows and has learned in his case.For them there is the same no matter whether the student has a rating higher or lower in other subjects.Even for them it does not matter if he has an exemplary behavior or not.Unlike the case with the old teachers who besides evaluating the academic achievement of students and they consider their behavior in class.

Regarding the question on the table at the end of each assessment written test teachers have had the same response.They use evaluation table as this would help in correcting exams. In designing their two teachers follow the same rule: points increase with the degree of difficulty of the exercise.But unlike new teachers, older teachers during correction when deciding points for students in a specific exercise are interested not only in the final result but also for the road followed.So they estimate about what the student has done and if he has not completed the exercise.

The fifth question demanded by teachers to show what you do at the end of the class. Old teacher after finishing his explanation of the topic summarize realized they had handled it in collaboration with students. So they can understand what was unclear to them and what might have left without explaining. Often when the weather was not enough they accept that some issues "were left behind". New teachers were enough for a minute comprising a fundamental question or more depending on the time that remained.

For older teachers there and a period of reflection about what they have accomplished in the class. They reflect as to whether everything was done in the proper way in teaching or not. This reflection process takes even more than the class itself. In the case of new teachers are limited only with little evidence of the minute five o'clock minutes the latest that has developed.

In the last question I was asked what teachers think about the methods used by them, if they are ripe or not and give reasons why they think so. New teachers say that it is not appropriate to rate how arrive is their methods but try to always give their best.

For them it is important that you explain to you students and transmit information you need to be not only in the current period but also in subsequent classes. Old Teachers recognize that in their early experiences are wrong but now has become more accurate. They base their opinion on the fact that students seem comfortable with the methods they use as never complained about it. For more good ideas they have received from colleagues in work environments. So their self-esteem better teachers base in the reactions of their pupils.

The fact that they do not oppose their ways for teachers shows that those methods are appropriate for students. For more they supported and the opinions of their colleagues.

The fact that they are working in the same environment makes their opinion important for the teachers concerned. While new teachers since they have little experience still trying to establish a method of their own and are unable to provide a summary for the self-esteem of their methods.

## **Conclusions**

At the end of the interview and after performing analysis of answers that teachers gave some conclusions relevant to their formation as valuers.

1. Regarding the evaluation of the students came to understand that for both groups of teachers evaluation provides comprehensive information on the accomplishments of students and at the same time provides information about what students know.  
For a teacher who is prepared according to contemporary methods of teaching when to be assessed a student is enough to valued knowledge on drunk his skills while for a teacher who is trained in methods with old-time in the process of evaluation is important to deal considering also the attitudes, behavior and in his affecting school success.
2. For grade teachers it is important because it is the essence of the valuation. Their formation they treat as a result of the evaluation summary. Through its estimate they not only student but also inform him of his level of learning. Although teachers with less experience are more informed about new methods of assessment than more experienced teachers and they mostly use the principle of weighting of each element. For these teachers evaluation serves to encourage students to learn and to provide guidance on how to learn in order to improve the learning achievements. A "small favor" during the process of evaluation would be necessary to motivate students.
3. Teachers of old and why not take the reflection as a separate process of realizing it.

They analyze yourself critically through "electronic feedback" reflecting on issues that may have handled better or differently. New teachers do not realize this process.

4. One of the most important conclusions you have noted in this study was the fact that despite that teachers with more years of experience were trained in the new methods of teaching and do not know their content they adhere to them, to be called the new standards the evaluation. During their years as teachers they had managed to understand very well the appropriate criteria on which a student should estimated and this thanks to the experience. As for new teachers they recognized these criteria were theoretically and tried to apply with precision.

### **Recommendations**

- During the process of evaluation should be taken into account only the academic achievements of the pupils. Assessment should not be the result of academic achievement and behavior.
- The grade is not the only way to rate the student. Besides her and other ways of rating scale, the teacher notes in his notebook. Also to establish the grades should be taken into account the principle of weighing each item for evaluation.
- The grade should be based on such reports, tests 50%, 30% work in class, works 10%, homework 10%. It should be based on certain standards.
- Teachers must carry out the process of reflection. He is a very important process. Thanks reflection teacher discovers that his fault and thus may improve the methods of teaching.

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