

THE REFERENTIAL FRAMEWORK OF THE MANAGEMENT CONCEPT OF THE ASSESSMENT OF SCHOOL RESULTS

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Abstract. Evaluation, being an integral part of the educational process, has an absolutely necessary role in decision-making, being present in any pedagogical activity and is in a relationship of interdetermination, of formal interaction with teaching and learning, and which provides necessary information to regulate and improve the didactic activity. The quintessence of the evaluation action is to know the effects of the activity carried out in order to improve the process in the following stages and which leads to a quality education. Evaluation is a chain of these operations. For student assessment to be effective, it must be based on effective learning standards, which are defined by objective success criteria and are used for individual, class, whole school and national development. Thus, the essence of evaluation refers, above all, to a targeted improvement. Missing or misunderstanding this formative function of assessment runs the risk of leading to superficial, haphazard or punitive assessment practices. Bearing in mind that each stage/stage/form of the process of evaluating school results requires organization/directing/completion, which corresponds to the functions of the management process, we record the emergence/formation/of such a discipline/process with the name of management of results evaluation school, which is based on various educational policies and has a legally grounded reference framework.

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Evaluation, being an integral part of the educational process, has an absolutely necessary role in decision-making, being present present in any pedagogical activity and is in a relationship of interdetermination, of formal interaction with teaching and learning and which provides necessary information to regulate and improve the activity didactic.

The quintessence of the evaluation action is to know the effects of the activity carried out in order to improve the process in the following stages and which leads to a quality education. Evaluation deserves a deep analysis, starting from the very term evaluation, a term that has a number of interpretations, the most significant being Gérard Scallon's: „Evaluation means designing an evaluation procedure, that is, designing evaluation procedures and tools, to practically make an evaluation, i.e. to apply in practice the evaluation procedures and tools, to express a value, i.e. to explain what was evaluated”. [2]

Depending on the perspective from which it is approached in pedagogy, the evaluation has several meanings, being understood as a tool or way of regulating the teaching-learning processes, as a value judgment on the results of the educational process by reference to the objectives; as a means of communicating the results obtained by students in the learning activity. [4]

Evaluation is a chain of these operations. Thus, Ioan Cerghit appreciates the idea that: measurement exists in order to appreciate, and appreciation is indispensable in order to make an

appropriate decision. One without another, these operations are not justified. Together they presuppose a system of thinking, measurement techniques, objective and coherent assessment criteria.[3]

Scientist Radu I. mentions that the concept of Management of evaluating school results is sometimes reduced to notions such as checking, evaluating, grading, but in fact it is a technique, a complex action, a set of mental and action operations, intellectual, attitudinal, affective, which specify the objectives and contents to be evaluated, the purpose and perspective of the decision, the moment of the evaluation, or how it is evaluated, how the data is processed and how the information is valued, the criteria based on which it is evaluated.[8]

Evaluating school results means determining the extent to which the objectives of the educational process have been achieved, as well as the effectiveness of the teaching strategies used.

Stoica A. mentions that the school results do not only refer to the students' acquisitions in the cognitive field - knowledge, skills, capacities, abilities, but to the entire spectrum of behaviors that contribute to the development of the student's personality. [9] In this context, the researcher I.T. Radu lists the following four types of school results, namely:

1. Accumulated knowledge (data, facts, concepts, definitions);
2. The ability to apply knowledge in carrying out some practical actions, some theoretical approaches, embodied in skills, habits, the mastery of some work techniques;
3. Intellectual abilities, expressed in the development of reasoning, the power of argumentation and interpretation, independence in thinking, the ability to perform logical operations;
4. Personality traits, attitudes, behaviors formed.

It is important to state that the evaluation is done with a specific purpose. According to the researcher Gh. Dumitriu, the following goals are reiterated: *monitoring of school progress during the training process, diagnosis of school results that deal with the student's unresolved problems, certification of the level of knowledge and capabilities, forecasting of students' future performance, school and professional orientation of students, student motivation.*

From the perspective of the curricular model, Sorin Cristea presents the evaluation action, which involves the triggering of a managerial process based on the operation of pedagogical processing and refinement of the information obtained through different technologies of measurement, appreciation and decision. [5]

In this context, it is important to emphasize that the main objective and the determining factor of the quality of a country's education are the achievements and progress of students. Assessment provides a means by which students, as well as their parents and teachers, learn about student performance and, more importantly, what they have learned and what they still need to develop and how they can do it.

For student assessment to be effective, it must be based on effective learning standards, which are defined by objective success criteria and are used for individual, class, whole school and national development.

Thus, the essence of evaluation refers, above all, to a targeted improvement. Missing or misunderstanding this formative function of assessment runs the risk of leading to superficial, haphazard or punitive assessment practices.

The following aspects were examined regarding the respective types of assessment:

- National guidelines in evaluation
- The ability of teachers to respect the national guidelines
- Designing the evaluation - Marking and marking the evaluation
- Follow-up and analysis of evaluation data
- The objectivity of evaluation and grading
- The importance and formative use of the assessment results

We reiterate that the assessment is the one that perfects and regulates the educational process, always having a direct or indirect relationship with the progress in the extension and quality of learning in order to increase the efficiency of the educational process and the quality of the school product offered to society.

Thus, *the management concept of the assessment of school results* is imperatively designed, integrating perfectly into the quality educational process.

The concept of management has registered successive accumulations and resizing, its epistemological approach highlighting the attempt to capture the essence and specificity of management as a leadership activity.

Etymologically the word *management* originates from the latin *manus-agere* (hand, handling, piloting, management). With reference to the English language, in the general understanding of the concept of *management* we distinguish a very complex semantics.

Thus, the verb *to manage* indicates to us the idea of succeeding, leading, coordinating, administering, solving, directing, guiding, succeeding, dealing with, handling something, mastering; while the noun *management* emphasizes the activity of achieving leadership, the art of leading, implementing strategy, the ability to organize, manage, succeed in achieving objectives, adopting decisions, and the noun *manager* represents/nominates a leader, director, administrator, organizer, leader, team coordinator. The multiple meanings and definitions given by various theoreticians and practitioners to the management term mark its intensity and accentuated extension.

Researcher *Frederick W. Taylor* originally defined management in terms of knowing exactly what you want people to do and supervising them to achieve it in the best and cheapest way; The scientist *Frederick W. Taylor* conceptualized scientific management, having concerns in the direction of studying the problems of managing the activity at the workshop level, in order to reduce losses and increase work efficiency.

Later, the researcher *Frederick W. Taylor* refined and redefined in a more in-depth manner the concept of scientific management, which is the kind of management that guides businesses using clear standards as guidelines, established on the basis of facts and truths resulting from concrete situational observations, experiments and systematic reasoning.

The researcher *Henri Fayol* mentioned that management means predicting, organizing, ordering, coordinating and controlling. *Arthur Mackenzie* reiterates in the *Harvard Business Review* that management is the process in which the manager operates with three fundamental elements - ideas, things and people - achieving the proposed objectives through others.

Peter Drucker considered to be the father of modern management, advances a personalizing perspective stating that *management is practically equivalent to leading people*. The author claims that organizational needs must be met by ordinary people capable of extraordinary performances,

and the main and perhaps the only task of management is to mobilize the organization's energies for the fulfillment of known and defined tasks. [1]

Therefore, the concept of general management defines, on the one hand, the management process of an organizational entity at the macrosystem level, for example: state, nation, state confederations or microsystem, such as: institutions, enterprises, organizations, and on the other part, it shows us the emerging springs of practices, science and art alike. The term management, in the last resort, designates *the science of managing organizations and their scientific management*.

As far as management in education is concerned, it should be noted that it represents a pedagogical discipline that is currently in an accelerated development. Management in education, in its double capacity as a relatively recent branch of management, but also as an interdisciplinary pedagogical science, knows multiple ways of operational definition, most of them deriving and borrowing their specificity from the particularities of the concrete reality at which they act, namely the educational reality at macro or micro pedagogical level.

In general terms, we can define management in education as the science that brings together in a systematic and non-contradictory manner, coherent from a teleological, axiological and action point of view, elements belonging to educational philosophy, politics and pragmatics in the direction of achieving the goals with maximum efficiency assumed educational.[7]

Management in education considers „the theory and practice, the science and art of designing, organizing, coordinating, evaluating and regulating the elements and resources of the educational activity, an action methodology comprising a set of principles, functions, norms and action strategies oriented towards ensuring the achievement the proposed didactic purposes and achieving success in education”. [6]

Analyzing the approaches of the authors in the definition of educational management, we notice a diversity of elements, respectively the points of view expressed:

- *E. Joița* (2000) emphasizes the need for an interdisciplinary approach to educational management from the point of view: psychological, sociological, ergonomic, philosophical, political, legal, epistemological; in detail, the author considers education management as the theory and practice, the science and art of designing, organizing, coordinating, evaluating, regulating, the elements of the educational activity, as an activity of free, integral, harmonious development of human individuality, permanently for the autonomous affirmation and creative of his personality, according to the ideal established at the level of the educational policy;
- *I. Jinga* considers that in essence pedagogical (educational) management can be defined as the science and art of preparing human resources, of forming personalities according to goals accepted by the individual and society;
- *I. Cristea* refers to the methodological difficulties of defining educational management;
- *E. Paun* refers to management fashion as a danger in the process of conceptualizing educational management;
- *Gilbert de Landsheere* defines educational or pedagogical management as a pedagogical, interdisciplinary discipline, which studies the events that intervene in the decision to organize a determined pedagogical activity and in the management of educational programs.

Education management appears as a border discipline, which studies the events involved in the decision to organize a specific pedagogical activity and in the administration of educational programs.

Therefore, educational management expresses at the macrosystemic social level the set of mechanisms and resources regarding the design, implementation and evaluation of the entire educational activity.

Management in education also has responsibilities aimed at the micro level, namely those aimed at verifying at the level of school organizations the degree to which the main conditions that any reform must meet in order to be validated as such are satisfied:

- Durability over time;
- obtaining significantly better results than in the case of previous practices;
- justification of costs through recorded performances; the absence of negative interference with other fields of activity.[7]

From an action-value perspective, educational management is objectified in a complex process of coordination and decision-making guidance of the structural groups in order to achieve the correct and efficient objectives set regarding the quality of the educational act.

Bearing in mind that each stage/phase/form of the process of evaluating school results requires organization/directing/completion, which corresponds to the functions of the management process, we record the emergence/formation of such a discipline/process with the name of *management of results evaluation school*, which is based on various educational policies and has a legally grounded reference framework.

Therefore, from the considerations analyzed and presented above, we deduce that the **management of the assessment of school results** *as a process of systematic organization and effective administration of the continuous and systematic stages of the collection, processing and contextual interpretation of information about the quality and dynamics of school results and of adopting some decisions according to the educational purposes and the purpose of the evaluation actions.*

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