THE ASSESMENT PROCESS OF VARIOUS TYPES OF EDUCATION IN TERMS OF THE ROLES INVOLVED IN THE TEACHING AND LEARNING PROCESSES. CASE STUDY

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Abstract. *The teaching and learning processes are continuously marked by social and theoretical changes, entailing the learners' and the teaching staff's interest in authentic learning and assessment. As far as dialogic interactions are concerned, they play a key role in indicating and promoting interactions, high-level thinking and intellectual development. This is triggered by their ability to engage learners and the members of the teaching staff in a wide approach to assessment, incorporating various assessment techniques and tools, encouraging the beneficiaries of the teaching process to use their knowledge and skills in real-world situations. Therefore, this paper is focused on the analysis of the ways students learn how to use their competencies when performing authentic tasks and projects, especially in art education.*

Keywords*: education; authentic assessment; art education; dialogic interactions; assessment tools*

The instructive process represents the fundamental subsystem of the training framework in which the pupils and students are trained through activities designed, organized and directed by teachers in accordance with certain teaching rules and principles, in an appropriate methodological context, to the appropriate material and didactic resources, in order to achieve the desired educational goals.

The education process represents the main means by which our society educates and trains the new generations. The responsibility for organizing and leading this process comes from the school. The process of education thus appears as an ensemble of organized and guided activities, which takes place in stages, within specialized institutions, under the guidance of persons prepared for this purpose, in order to achieve certain instructive-educational objectives. The issue that the evaluation action generates is part of the evaluation theory as a system of concepts, principles and techniques related to the measurement and appreciation of the school results and educational process. Evaluation should not be done separately as an activity added to the training process but should be combined in the educational performance.

According to the Dictionary of Pedagogical Terms, assessment represents a managerial action that is specific to socio human systems that require the reporting of the results obtained in a prticular activity to a set of criteria specific to the field in order to enable an optimal decision. (Dictionary of Pedagogical Terms 149)

Curriculum assessment acknowledges the assessment of the educational process as an activity of collecting, organizing and interpreting data on the direct effects of the teacher-student relationship in order to make the functioning of the whole educational system more efficient. The process of education is, in essence, a process of communication. The permanent dialogue that occurs in classroom between teacher and students, sometimes explicitly (verbal communication), sometimes tacitly (nonverbal communication), make instructing, learning and evaluation work as a consistent pedagogical communication. The choice for one or other of the known assessment techniques (conventional strategies and integral techniques) is the effect of a few factors, for example, the reason and goals of the assessment, its type and the spcifics of the content subject to appreciation. The assessments

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methods have variable usage frequencies. This does not imply that those that meet more often in the school program are also the most useful in sustaining motivation and support of learning. Thus, the question arises of how teachers choose one or other of the assessment methods / techniques.

In teaching foreign languages for example, the success depends both on the materials or techniques used and what is happening between people who interact in the classroom. Interactive student-centered teaching is preferred by teachers not only in the field of foreign languages, but also for other sciences, in this century where the computer and the Internet play an essential part in the activity of students. Since the early ages, group interactive methods are modern ways to stimulate learning and personal development; they are also teaching tools that facilitate interchange of ideas, experiences and knowledge. These strategies should not be torn from the traditional ones they mark a new and higher level in the spiral of modernization of teaching strategies. Along the educatinal process, instructing and evaluation is done with the help of important elements that are in close contact, thus ensuring a coherent and beneficial development of these processes. For example, one of these modern methods of teaching is *looking through the key-hole*, which is a complex method because it incorporates other methods and techniques of teaching and assessment, thus aiming at oral and written tests, but especially observing the ability of expression until that date. It is a method that helps and implicitly develop the linguistic and mental skills of the student, thus achieving a well-outlined and defined outcome. Other types of items used to achieve the proposed objectives are also the subjective items that allow the testing of skills that relate to the originality, creativity and personal character of the answer. These items require the students the effort of thinking and organizing their thoughts in order to express themselves coherently. This item is called *talking about this drawing* and applies both for oral and written communication skills.

According to Harmer, J., the British version of the audio-linguistic method, *Presentation, Practice, Production* consists of three stages. In the first step the teacher introduces the elements of language to be assimilated. Students practice using reproduction and repetition techniques. The third step concerns the use of the language presented and assimilated in an original and authentic way by the students. (Harmer 8). Vocabulary and grammar are taught inductively. Communication prevails and the native language is not used. The model is teacher, who coordinates the activity. It is a way to deal with instructing and learning that creates feedback which is then used to enhance student' performance. Students turn out to be progressively engaged in the studying process and from this acquire trust in what they are supposed to learn. Reliable techniques for evaluation challenge instructors as well as students. Educators are tested to make significant assignments that are stimulating and appealing. Students are tested with genuine methods of appraisal for the reason that they are required to uncover the scholastic assignment to this present reality.

The phrase authentic assessment has recently gained extensive use in education. It has been defined as a broad approach to assessment, which incorporates a number of evaluation techniques and tools. The issue of real learning will also be debated in this paper and it centers around genuine world, complex issues and their answers. Though the assessment approaches have their place in education and in classroom, the extent to which they contribute to student learning differ markedly.

Appraisal for learning has to be established by the absolute confidence that every student can improve and should empower mutual learning realizing where instructors and understudies offer and esteem each other's sense-production performance. Adopting this strategy under thought, formative assessment is regarded as an activity that furnishes students their progress' feedback on their advancement throughout their preparation schedule. It is

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conducted repeatedly during lessons to watch student evolution and it empowers the educator to adopt the ideal way to support students to build up their understanding.

One of the most significant reason of studying evaluation is represented by the role involved in student encouragement. Knowledge and understanding of what is to be achieved is not sufficient. Students should aim to make the attempt and be willing to keep on practicing, even when they find the learning demanding. Information and comprehension of what is to be accomplished is not sufficient. Scholars need to struggle and be eager to continue proceeding, notwithstanding when they discover the training challenging. Assessment is intended to provide feedback on the results acquired and the quality of the aspect that generated it. Hanna and Dettmer convey that "teachers should strive to develop a range of assessments strategies that match all aspects of their instructional plans" (Hanna, Dettmer 234). Evaluation should not be conceived merely as a means of controlling or measuring objective, but also involves a process of training the student. It does not overlap with the learning process, but it is an integrated act of pedagogical activity. In the assessment of the objectives there is a shift from the measurement and appreciation process to the student's training process. At the same time, there is a direction of the objectives towards ways that favor the development of students' autonomy. The assessment knowledge function provides relatively accurate information on student performance. The educational function of assessment consists in guiding, strengthening and stimulating the assimilation of knowledge, in maximizing learning, by developing the need for knowledge in pupils and maintaining work satisfaction and growth. Measurement of student progress is also an important function of verifying and noting school performance, of progress made by students to know exactly where they are located on the thread of the intended training objectives. Practical, social requirements extend the need for measurement from physical to psychological spheres. The subject of the evaluation is represented by results, performance, performance of the activity from which teachers 'read' the capacities, interests, attitudes of students. What makes an appraisal formative is the thing that the instructor does with the data it generates. Unless the result of the assessment is utilized to alter something within the instructing or learning, there is nothing developmental occurring. It ought to be noted that appraisals will typically be utilized for both developmental and summative purposes. The reason for an appraisal for learning assignment is to give input to both the educator and student with respect to the student's advancement towards accomplishing the learning targets. This input ought to be utilized by the educator to re-examine and develop instruction to a greater extent.

Evaluation of learning (summative appraisal) points out to techniques intended to validate what understudies know, show, regardless of whether or not they have met educational modules' results or the objectives of their individualized projects. From the point of view of students' marks, the summative evaluation is translated into a score. By score, it designates objective results obtained from a test or any other form of assessment by adding or decreasing points by fixed rules. It also observes the performance and classifies pupils according to them. Its purpose is to enhance the learning outcomes of each student. Summative evaluations (the students' test or portfolios) are likewise applied in order to enable them to move forward.

The summative or cumulative assessment is carried out at the end of a set of learning activities corresponding to the learning outcomes achieved by a theme, chapter, unit of learning. It is associated with the traditional module for verifying student training. According to Radu, I. T., the summative assessment has some features: it involves punctual checks throughout the program ending with a global assessment; it runs surveys that target both students and the content of the subject matter; it engages in valid measurements and appraisals at a given time insisting more on results and less on the effects produced by the

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learning sequences of the activity (Radu 67). This type of assignment can be used to great effect in combination and alignment with formative assessment. Instructors can look upon a variety of ways to combine these approaches. Self-assesment can go from verbal self-assessment to self-supervision more or less monitored by the teacher. This constitutes an important objective of school activity and becomes a means of training students. It cultivates motivation towards learning and positive, responsible attitude towards their own activity to understand the efforts needed to to strive for achieving the targets. This is important in an exceedingly digital age where data is instantly accessible and academics move from being the knowledge-bearers to knowledge-guides. Similarly, as educators lead understudies through the achievement of the understanding of information, they should likewise direct understudies through the means towards understanding their very own psychological procedures with the goal that understudies figure out how to record their own learning and make the necessary transformations. Real exercises coordinate the authentic-world assignments of experts in practice as proximately as possible. Learning advances to the dimension of legitimacy when it requests that students work effectively with conceptual ideas, certainties, and formulae inside a sensible and exceedingly social - setting.

Genuine exercises give the opportunity for students to examine tasks from an extent of hypothetical and reasonable viewpoint, utilizing a diversity of assets. They expect students to differentiate appropriate from inappropriate data. Achievement is not achievable by an individual student working alone. Real exercises have impacts that reach out past a specific subject, stimulating understudies to think in interdisciplinary terms. Appraisal is not just summative in genuine exercises yet it is mingled smoothly into the main assessment in a way that reflects genuine assessment forms.

The evaluation strategies are the procedures, methods, devices and instruments for gathering data in order to decide the degree to which students prove the expected learning results. These techniques for appraisal challenge both instructors and understudies. Educators are tested to produce important assignments that are stimulating and interesting. Strategies will change depending upon the learning results to be estimated. Direct methods are when understudies demonstrate that they have accomplished a learning result or goal. Indirect methods are when understudies (or others) give a record of the view of how well understudies have accomplished a target or result.

Three varieties of evaluations commonly examined are dynamic evaluation, execution evaluation, and portfolio evaluation. Dynamic evaluation is a sort of evaluation utilized in training and the helping calling. It is additionally a technique for leading a language assessment, which tries to recognize the abilities that children have just as their learning potential. The dynamic evaluation system highlights the educational procedure. It likewise gives us diverse data from different methodologies and it takes a positive and hopeful view about the ability to take in and benefit from guidance.

This kind of assessment gives the understudies and the educators understanding into scholastic aptitudes, intellectual abilities, learning strengths and territories of shortcoming, areas where understudies can utilize some enhancement, regardless of whether it is association, time the management or certainty in a specific subject. Corresponded to dynamic appraisal, performance and portfolio evaluation are all utilized in classroom settings.

For a performance task to be real, it has to be completed within a real-world context, which involves the student to choose the topic, the time needed for completion. Portfolio assessments are an accumulation of artifacts that demonstrate progress toward valued real-world outcomes, are often produced in collaboration, require student reflection, and are evaluated on multiple dimensions.

Pellegrino asserts that “authentic assessments provide multiple paths to demonstration of learning in comparison to traditional assessments like answering multiple-choice questions that lack variability, owing to students’ ability to demonstrate knowledge and skills they possess” (Pellegrino, Chudowsky, Glaser 382). Authentic assessment is no longer considered

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to be just one way to control, completed with potential sanctions. It is conceived as an integral part of the entire training process, not a separate stage. It evaluates learners in action / learning process. The evaluation is contextualized, based on the link between the concrete experiences of life and what is learned in a course in real life situations. It also measures current performance, provides qualitative data. Encourages self-evaluation. Encourages thinking rather than opting for an alternative. It is interactive, engages learners in understanding the evaluation. It is holistic, but accepts the analytical model (the whole is more important than the part.) The authentic evaluation creates the feeling to the learners that their work is important, and not just the final results.

This paper also focuses on the tools used to conduct assessment used in different forms of art education. These tools have to be carefully chosen in order to provide opportunities for students to use and perform significant tasks that are thoughtful of life outside of the classroom. Educators will require to utilize an assortment of appraisal devices and procedures so to empower all understudies to have a progressively total image of their development and accomplishment. For instance, a different evaluation instrument that has captivated board prevalent consideration is portfolio, which is broadly used in schools today. Diane Hart defines a portfolio as "a container that holds evidence of an individual's skills, ideas, interests, and accomplishments" (Hart 112). The purpose of the portfolio is to confirm that what is covered by the objectives of learning represents and what they know and are able to make students. According to C. Cucoş there are several hypostases of the portfolio: portfolio of presentation - it contains those pieces chosen by the student and considered representative for his activity, evaluation portfolio which consists of collecting elements that show students' performance after a learning phase and portfolio as a learning source which includes works that highlight students 'progress as well as students' reflections on them (Cucoş 114). Learning logs and journals are also tools designed to cause students to reflect on what they have learned or are learning. Reflexive diary is part of the alternative assessment methods and includes student's notes on parts of the procedure of learning. In the reflexive journal, experiences, feelings, opinions, thoughts are shared from a critical point of view. This alternative method addresses three issues: self-regulation of learning (by examining attitudes, dedication and attention focused on overcoming a learning task); controlling actions on the learning task (by analyzing planning, methodological approaches to solving the task and the results obtained) and controlling the acquired knowledge (by analyzing the assimilated notions, the gaps and their causes). Advantages of applying this method: The reflective journal is a reflexive, open and flexible way of evaluating: The student can express his / her own dissatisfaction and expectations, expressing his / her desires and rewards, and the teacher may know (with the student's will) other aspects that influence the learning process thus helping the student and enhancing the quality of the training. Knowing these aspects, there is a greater rapprochement between the teacher and the pupil, the latter being understood and aware of the circumstance being taken into account. It can also be used to assess student improvement and growth over time.

The Visual Journal serves a variety of purposes. The student can: keep all relevant material together, consistently clustered and themed, show how they have developed and evolved their themes, identify hot spots of difficulty and arrange for extra tuition to resolve issues or develop their own plan to address problems. The teacher should be able to discern: where the student needs assistance with drawing, where the student needs assistance in certain areas of competency such as literacy, persuasive discourse etc., identify areas where literacy can be boosted through linking visual imagery with other work such as poetry, note taking, poetics etc. If students keep a visual journal consistently methodically and with enthusiasm, suitable material will be available when it comes to assessment time. If the

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teacher continually talks through this process with students a communication flow will develop.

Another important tool debated in this paper is represented by projects. The project represents a more complex method of evaluation can provide richer information in relation to students ' skills and generally with the progress they have made over a longer period of time. The themes on which the projects are carried out may be offered by the teacher, but in some cases they may also be proposed by the students who develop the projects. The information that the evaluator can obtain is varied and, in essence, refers to the following aspects of the student's motivation towards the field in the perimeter of which the topic has been selected; the student's ability to be informed and use a bibliography centered on the needs of the topic being discussed, the student's capacity to conceive an investigative approach and use a range of methods to help him achieve the goals he / she has set; the way of organizing, processing and presenting information acquired through the use of various research methods; the quality of the product (s) obtained after the completion of the project, which can be distinguished by its originality, functionality, special aesthetic qualities. Through the project method various capabilities and aspects can be assessed such as: working methods, use of bibliography, use of material and equipment, technical accuracy, correctness of the solution, generalization of the problem, organization of the report, quality of the presentation, accuracy of the figures. Project activity requires a variety in approaching the class management, time and materials used. Throughout the project, the teacher should assist the pupil / group of pupils encouraging them to discuss the difficulties, the issues that disagree or which they consider insufficiently accomplished and to evaluate their activity and progress. The teacher can draw up evaluation sheets to record observations and assessments of the activity and can also rely on a test with objective and subjective items in order to enable students to reflect on the products they have obtained. Projects permit to prove a range of abilities together with communication, technical, social, organizational, problem-solving, and higher cognitive process skills. An effective evaluation program utilizes numerous techniques to demonstrate development and growth, and ought to be firmly connected to the expressed points. Activities in which design multimedia submissions, website pages, work of art or tunes might be surveyed in contrast to conventional written papers.

Designing and making a genuine assessment of school results implies the exploitation of the concept of school competence, the principles and requirements of authentic assessment, which relate directly to the principles of formative education and to the needs of learner-centered education. The essential aspect which involves self-assessment teaching refers to the stimulation of students' self-evaluation possibilities, so that they are able to self-assess their own school results performance. In this context, it is appropriate to clarify the concept of self-assessment competence (self-evaluation). Generally viewed, competence is defined as "a person's ability to meet the requirements of a particular field." (Schaub, Zenke 42).

Self-evaluation is a form of organization and appreciation representing the expression of an inner motivation towards learning. It has a formative effect and relates to the different capacities of the student, depending on the progress made and the difficulties it has to overcome. The student will develop his / her self-evaluation skills if the teacher will demonstrate a positive attitude towards him / her, trust in his / her strengths, the desire to help him / her learn in all possible ways. The basis of self-evaluation activity includes the development of a critical attitude towards oneself, the activation of thought processes, the efficient organization of mental and practical activity. Educating the realistic level of pupils' demands, self-assessment skills requires a high level of this process, the training of which requires effort and time. Teachers who apply a combination of traditional assessments and

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real assessments have discovered that there are unique purposes for each. Traditional assessments point to traditional strategies for testing, generally stereotyped and use pen and paper with multiple-choice or true or false. It has put a highlight on gainful assignments and tests that are seen as exhibiting the scholar's instructive capacities. Authentic assessment has turned out to be increasingly famous, as an observation has developed that there is a requirement for progressively comprehensive ways to deal with assessing.

Traditional evaluation methods have gained this name because, over time, they have been most often used. This category includes oral evidence, written tests and practical evidence, evidence of any evaluation tool designed, administered and corrected by the teacher. These samples have advantages but also disadvantages. The main advantages would be the following: they are of great importance in establishing the teacher-student interaction, which should stimulate the student's structure of responses. It also encourages manifestations that allow assessment of affective-attitude behavior; offers the possibility to modulate questions according to the child's answers, offers the possibility to immediately classify and correct any mistakes or misunderstandings of the student, gives more freedom to manifest the originality of the student. Oral assessment represents the method most often used in group, but it is mainly recommended for disciplines that require the demonstration of abilities that are difficult to capture through written evidence (for example, verbal communication ability) (Stoica 121-124). These types of assessment have advantages but also disadvantages. That might be: oral assessments are of limited validity due to the impossibility of uniform coverage of the taught content, responses have low fidelity due to many circumstances for example the short duration of the examination; the answers are not preserved, the discrepancy of the evaluator's behavior, as well as the influence exerted on him by the opinion formed on the student, don't give equal opportunities to all students, the difficulty level of the questions being different and they also use a lot of time.

Written assessment is widely practiced. Sometimes it is even preferred because it has many advantages and teachers should not ignore them if they want to achieve a process of effective training and to increase the degree of objectivity in appreciation. Shy kids are at disadvantage and those who develop more difficult answers. This has the consequence of getting higher test scores shortly following a lesson, while sacrificing long-term retention.

Practical assessments are used in order to evaluate different abilities. These include forms of accomplishment, laboratory experiments, experimental works, workshop works, drawings, children's personal creations, sports performances, musical performances, how to use school tools to apply theoretical knowledge as well as the degree of mastery of practical skills and abilities. They include forms of achievement like laboratory experiences, experimental works, works in the workshops, drawings, personal creations of children, sports performance, musical performances, the use of school instruments. Besides all these, students need to know in advance the theme of practical works, in order to achieve a proper planning of their work (Stoica 124).

Authentic assessments methods are modern assessment strategies increasingly used by the teacher in the classroom. Through these methods, the teacher has the opportunity to observe the activity and behavior of a student. For example, the portfolio is a complex valuation tool that seeks to incorporate within itself the knowledge acquired by the learner over a longer period of time. These Authentic assessments methods provide an alternative to traditional formulas, whose presence is predominant in classroom activity, offering other methodological and instrumental options that enrich the evaluative practice.

In order to decide whether it is effective, the school should then request that scholars achieve important knowledge that recreate genuine difficulties to check if are capable of doing as such. The attempt to participate scholars more in their educational process has been

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to include them in a discourse about how they learn. Discovering scholars' learning inclinations, and contrasting those with the procedures they are offered in exercises, empowers instructors to coordinate educating to learning.

Complementary methods highlight a number of capabilities or behaviors such as: the qualities of imagination; attitude of responsibility; the predispositions for creation; mastering certain operations; organizational skills; communication or relationships in a group; possibilities of personal or social development; aesthetic finesse or all forms of common sense and experience. Therefore, the expanding fame of genuine evaluation will in general parallel the disappointment with training's dependence on conventional educational process.

The teacher occupies an important place in the educational activity because it contributes to the formation of the pupils' personality, to their conduct in society, to their formation as individuals and citizens. The teacher occupies a key position in the programming, organization, realization and assessment of the didactic process. Every teacher is also a developer of models, of educational projects, methods and procedures, an innovator. Such a quality requires the teacher imagination, skill, innovation in all circumstances, not only within the lessons. Teachers who provide a good dialogic interaction in the classroom with positive teacher-student and student-student relationships, give students a sense of ownership over their learning. Teaching activity, regardless of the type and level of the educational institution, is carried out in accordance with certain objectives, known as pedagogical or didactic objectives.

The educator's benefits of various viable training techniques is viewed as a standout amongst the significant components for their expert achievement, enhancing his/her scholars' performance, promoting their basic inspiration and developing their skills to find suitable systems for viable learning. This will be revealed in scholars' ability to draw on their prior knowledge to concentrate attention on the key ideas in substance, to advance higher-arrange thinking abilities and change the new learning into genuine circumstances. This will encourage them to evaluate learning, comprehend meaning and arrange it in their own insight structure.

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