SOME ISSUES OF THE EDUCATIONAL EVALUATION

Wang Ziye
Master's student at the Department of Education, National University, Mongolia

ABSTRACT

There are many issues that need to be addressed in the education sector today. For example, improving the learning environment, availability of textbooks, effective organization of lessons, improvement of teaching technology, and increasing student participation in unit lessons. Among these, the question of educational evaluation and its importance, in particular, how teachers and students are evaluated, the types of assessment, and whether the assessment is realistic, is important today.

Evaluation is important in determining what a student's strengths and weaknesses are, what to focus on in the future, improving curricula, increasing learning efficiency, and making educational policy decisions about students. When teachers assess students, they tend to assess how well they have memorized or memorized what they have been taught, which undermines their creativity. Moreover, the widespread use of test methods, regardless of student participation in the assessment, casts doubt on the validity of the assessment. Internationally, however, the quality of education is often measured by student achievement.

Everyone knows the term education, but when asked what exactly it is, it is difficult to answer. In the twentieth century, behaviorist theorists regarded a knowledgeable person as an educated person, while in the twenty-first century constructivist theorists defined an educated person as a person with a certain level of knowledge, ability to adapt to the society in which he lives, and to work with others.

The mission of this research is to clarify how to evaluate in education and offer ways to deal with them in practical applications. There are used by the educational evaluation, to create survey or checklist, to report evaluation result, all these parts of evaluation process are extensively discussed in this article. Result of this research is that compare evaluation models and define the best evaluation way in education.

THE EDUCATIONAL EVALUATION.

Let's take a look at how scientists define education and about the educational evaluation. First of all, the Education is the process of creating a combination of knowledge, skills, practices, and experiences acquired from the natural, social-humanitarian, psychiatric, technical, and environmental industries.[1] Education is the process and outcome of the acquisition of systematic knowledge, skills, and practices with specific content in an organized learning process.[2] Education is an independent system of

---

[1] J.Jadamba and L.Jamts." Fundamentals of the Education",1994, p.4
[2] D.Vanchigsuren, B.Enkhtuvshin "Concise Dictionary of Educational Concepts" 1994, p. 61)

education that is responsible for imparting scientific knowledge, skills, moral values, and norms of behavior to members of society. (Gershunsky BS) Education is a combination of knowledge, religion, art, morals, and habits that a person acquires and is a means of transmitting it from one generation to the next.

From this point of view, education at the social level is a means of transmitting the wealth, values and heritage that we have created to the next generation, and social phenomena are the knowledge, skills, habits, attitudes and beliefs that an individual need to live in a society. The process of gaining credibility and its results is shown.

In recent years, in the education sector of our country, there has been a lot of talk about the quality of education, quality education, and educational evaluation. It is the process of gathering information to make a specific decision about education.[1] Assessment is any activity or process in the education sector that aims to gather information about the knowledge, skills, and attitudes of an individual or group of students.[2]

Assessment is the process of gathering information for educational policy development, curriculum harmonization, improving the effectiveness of teaching methods, providing feedback on student learning, strengths and weaknesses, and using it to make educational decisions about students. The assessment provides an opportunity to clarify what fears, knowledge, and competencies the teacher is working on in terms of the subject's standards, and how the reasons are related to the teacher's skills and methods.[3]

It is a survey to determine how well the objectives of the activity have been achieved. the educational evaluation is the evaluation process of characterizing and appraising some aspects of an educational process.

Educational evaluation is also a professional activity that individual educators need to undertake if they intend to continuously review and enhance the learning they are endeavoring to facilitate. Also, the educational evaluation is a systematic process of measuring the process, quality, value, and importance of outreach services, and identifying and validating quantitative and qualitative indicators.

On the other hand, compare the process, quality, importance and results of educational services (providers) with the knowledge, skills, practices and attitudes acquired by students in relation to global trends, norms, learning objectives and acquired knowledge process.

In the past, educators have differentiated between good and bad in the classroom by distinguishing between good and bad students, and by discriminating between good and bad students as bad and irreparable, had negative consequences. This suggests that it is not a good idea to use a single assessment to assess learners, but to use a combination of different assessment methods.

IMPORTANCE OF EDUCATIONAL EVALUATION.

In the teaching-learning process, educational evaluation is crucial since it serves a common goal.

✓ **Diagnostic:** Evaluation is a thorough, ongoing process. It aids a teacher in identifying problems and aids a teacher in solving problems with his students.

✓ **Remedial:** By remedial work, we imply the appropriate resolution is found once issues are identified. The development of a student's personality and the desired change in behavior can be achieved with a teacher's help.

✓ **To make education goals clear:** It's also crucial to define the goals of schooling. The purpose of education is to alter a student's behavior. A teacher can demonstrate how a learner's conduct has changed through evaluation.

✓ **It offers guidance:** A teacher can only provide advice if he is adequately informed about his students. And only after a thorough assessment that considers all aspects of aptitude, interest, intelligence, etc., can counsel be provided.

✓ **Classification aid:** Evaluation is a way for teachers to classify their pupils and assist them by determining their student's intelligence, ability, and interest levels.

[1] Anthony J. Nitko., Susan M. Brookhart. "Assessment methods for students' education" (sixth edition). Pearson

[2] *Thomas Kellaghan, Vincent Greaney 2001, p.19*

✓ **Beneficial for Improving the Learning and Teaching Process:** A teacher can enhance a student's personality and learn through evaluation, and he can also know the effectiveness of his instruction. As a result, it aids in enhancing the teaching and learning process.

PRINCIPLES OF EDUCATIONAL EVALUATION.

The following principles form the foundation of educational evaluation:

✓ *The principle of continuity:* Evaluation is a continuous process as long as the student is in school. Evaluation in education is an integral part of the teaching-learning process. Whatever the learner does should be evaluated every day. Only then could the learner have a better grasp of the language.

✓ *The principle of comprehensiveness:* When we say "comprehensiveness," we look at all aspects of the learner's personality. It cared about the child's development in all areas.

✓ *The principle of Objectives:* Evaluation should be based on the goals of education. It should help determine where the learner's behavior needs to be changed or stopped.

✓ *The principle of Learning Experience:* Evaluation is also related to the learner's experiences. In this process, we don't just look at the learner's schoolwork but his extracurricular activities. Both types of activities can help learners gain more experience.

✓ *The principle of Broadness***:** Evaluation should be broad enough to embrace all elements of life.

✓ *The principle of student-centeredness is:* The student is at the center of the evaluation process. The student's behavior is the most important thing to look at when judging. It helps a teacher know how much a student can understand and how valuable the teaching material is.

✓ *The principle of Application***:** During the teaching and learning process, a student may learn many things, but they may not be helpful in everyday life. If he can't use it, then it's useless to find. It can be seen through evaluation.

Evaluation decides which student is better at using his knowledge and understanding in different situations to help him succeed.

THE EVALUATION TRENDS.

Educational evaluation is applied to find out learners' achievements and diagnose educational outcomes, and plays a vital role in improving the education quality. The reason for this is that it determines to what extent the educational procedure is in line with students' capabilities, how practical it is and how successful it has been at achieving educational goals.

To fulfill the educational goals, educational contexts need to know how far the procedures are in line with their prefabricated goals. Today educational evaluation is a useful tool for managers and teachers for decision making on issues such as continuing, revising or expanding educational syllabus.

There are many ways to assess students, but the methods used by our teachers are still limited. The more realistic the assessment of education, the more we can see the current level of the education sector in our country. In recent years, scholars and researchers have been talking about the following three types of evaluation trends in the education sector.

These include: Performance-based assessment is an assessment in which a student demonstrates learning outcomes through speaking and writing. For example, a performance-based assessment is an assessment that requires reading the text aloud, thinking about a policy, conducting scientific experiments, giving a presentation, or doing Exercise 16 in a physical education class. Many assessments that we do not know, such as formal and informal, oral and written, intentional and unintentional, and on-going and final, are based on performance.

Criteria-based assessment is an assessment designed to compare and contrast a student's knowledge, skills, or performance with a list of expected outcomes or specific criteria identified at the beginning of the training. The advantage of this assessment is that it allows students to know that they have different levels of knowledge, skills, and attitudes.

Norm-based assessment is a measure that compares student achievement to national and global, and to student achievement at other schools, using a list of pre-defined tasks and a level of performance. This assessment is commonly used by 10-year schools, and one example is the

standardized test. This type of assessment, on the one hand, does not fully reflect the knowledge and skills acquired by students, and on the other hand, comparing students with each other can create a negative attitude. Evaluation is carried out through the following stages.

Figure.1. Evaluation phase.

Evaluation planning: Who? What? When? How-how? Why? It is an intellectually creative process of making systematic decisions and making preliminary decisions.

Assessment preparation: In addition to developing and testing assessment criteria, indicators, number and size of assignments, time spent, assessment procedures, and tools, it is necessary to prepare students.

Evaluation: It is a practical process to determine how educational services, teaching and learning meet the needs of society and the development needs of consumers.

Feedback and Improvement: Evaluators and participants will discuss the strengths and weaknesses of the findings during the joint evaluation, as well as their manifestations, causes, and consequences. Based on this, recommendations will be made outlining the content, direction and approach for further improvement.

Reporting: A form of disseminating information about evaluation to the professional and the general public. consists of Assessment is part of the training to determine how well students have mastered the complex competencies that they will have acquired during and after the study of a particular subject. However, we often use assessment in the sense of evaluating, and it is common to conclude that this is the level of comprehensive competence that the learner has learned.

As a result, there is a tendency for students to work for grades, not for what they can do, and for teachers to work for grades. Assessment is a continuation of a learning process that not only determines the level of knowledge learned, but also how to better know, understand, and do what is wrong.

When assessing students, teachers should not only assess themselves in a closed way, but also listen to students' opinions and be open, and avoid comparing them with other students in the class. In order to evaluate students, the teacher must first develop the criteria, present them to the students, listen to their ideas, and reflect on them, which is one of the foundations of realistic assessment.

On the other hand, there is a lack of assessment skills and experience to develop creative thinking.

BLOOM'S LEVELS OF KNOWLEDGE.
Today, the question of what to value is decided using the levels of knowledge of B. Bloom. These include:
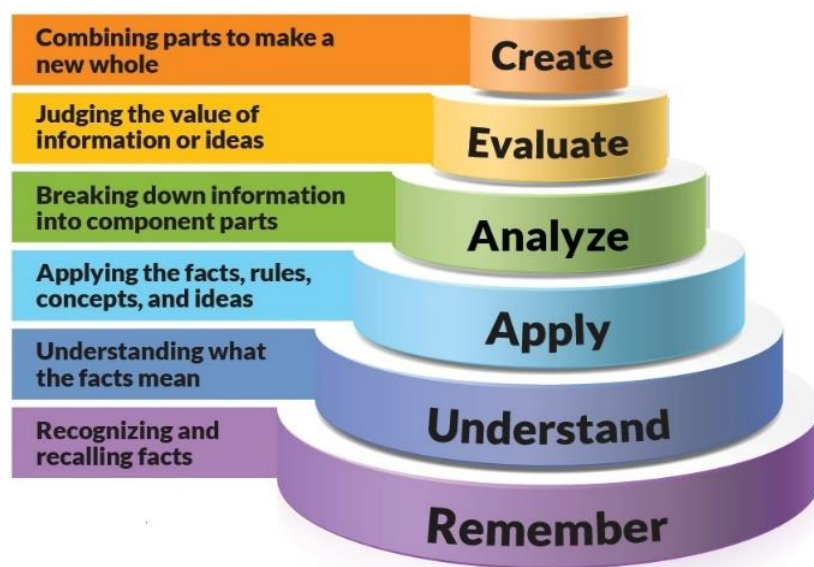
Figure. 2. Bloom's level of cognition.

At the remembering level, students are able to remember and retrieve information, or to identify, describe, interpret, name, recognize, list, assign, compensate, visualize, repeat, select, say, and so on.

At the level of understanding, the learner is able to interpret ideas or translate, define, differentiate, evaluate, expand, summarize, give examples, express in their own words, rewrite, evaluate, e.g.

At the applying level, whether the learner is able to use the information or use, modify, classify, calculate, display, open, edit, operate, predict, e.g.

At the analyzing level, whether the learner sees differences, such as analyzing, organizing, relating, comparing, contrasting, concluding, and deciding.

At the evaluating level, whether the learner is able to approve and make a decision, or to evaluate, organize, draw conclusions, oppose, criticize, approve, prove, support, e.g.

At the creating level learner is proposing a new product or idea, such as classifying, creating, improving, creating patterns, summarizing, and so on.[1]
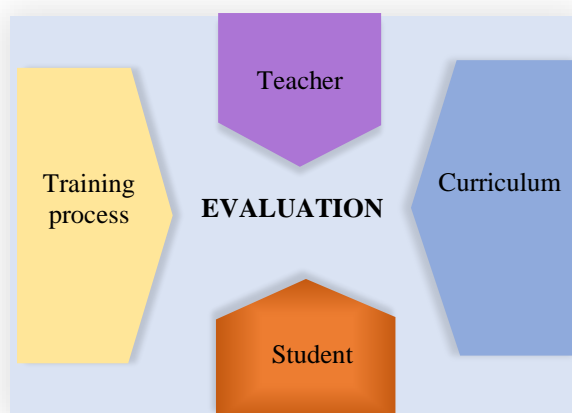

Figure.3. Evaluation dynamics.

---

[1] Anthony J. Nitko., Susan M. Brookhart. (2011). "Assessment methodology for students' education". Pearson. London.

The quality of training depends on its monitoring and evaluation, as training monitoring and evaluation is a process of identifying the learning process, its achievements, successes and failures, identifying and choosing the right way to organize the training, and advising others.

A sample survey of 35 teachers was conducted to find out what assessment is and what types of assessment are used.
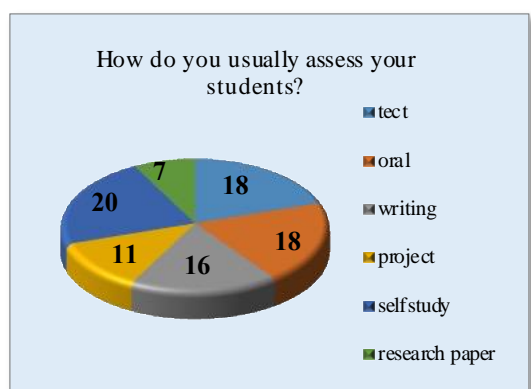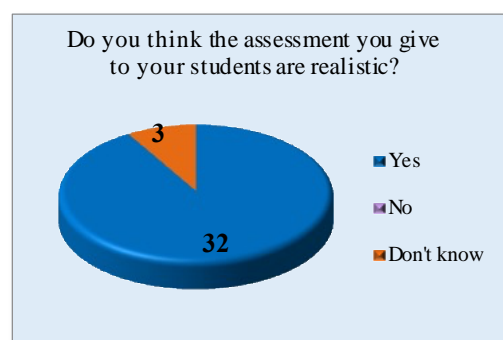
To summarize:
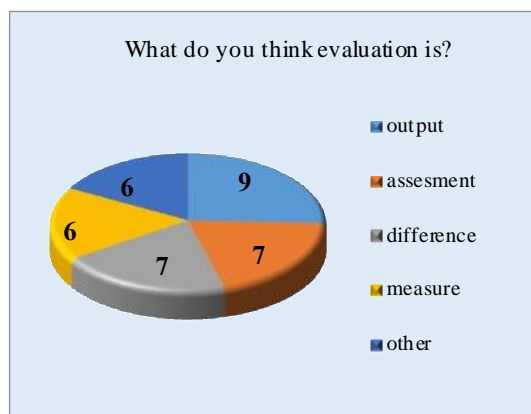
Fig.4. The evaluation definition.
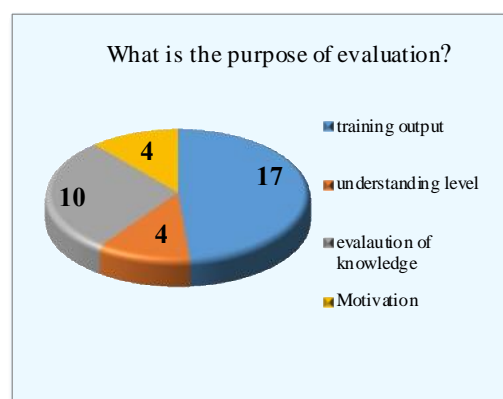
Fig.5. The evaluation purpose

Fig.6. Types of evaluation assessment.

Fig.7. The assessment is realistic.

Knowledge and skills, and a difference in a student's level of knowledge. In addition, assessments are often used to determine learning outcomes and competencies, which appear to be one-sided. Teachers have the advantage of using a combination of methods to assess their students, but traditional testing methods are still widely used. The teacher's assessment of the students is 100% realistic.

CONCLUSION.

Assessment is the process of gathering information for educational policy development, curriculum harmonization, improving the effectiveness of teaching methods, providing feedback on student learning, strengths and weaknesses, and using it to make educational decisions about students.

Assessment is part of the training to determine how well students have mastered the complex competencies that they will have acquired during and after the study of a particular subject. However, we often use assessment in the sense of evaluating, and it is common to conclude that this is the level of comprehensive competence that the learner has learned.

In recent years, there has been a lot of talk about assessment approaches, such as norm-based assessment, performance-based assessment, and criteria-based assessment, to assess students' knowledge and skills. To this day, most teachers continue to use test methods to assess students' knowledge and skills, which makes the assessment unrealistic.

The foundation of teaching and assessment is the ability to define the knowledge and skills that students need to learn in a clear, accessible, and measurable way. In order to teach effectively, the objectives of the course must be appropriate, consistent with the sstandards and curriculum objectives, and well understood by the learners. These should be goals that students can achieve. Both teachers and learners need to have assessable goals so that students can know if they have met it or what percentage they have met.

REFERENCES

1. Ministry of Education, Culture and Science. (2008). "Research to assess student achievement and its methodology". Ulaanbaatar, Mongolia.
2. Tumendelger,S., Bolormaa,D., Byambajav,D., (2006). "Many options for training evaluation". Ulaanbaatar, Mongolia.
3. Nancy P. Gallavan. (2009). "Developing Performance-Based Assessments". United States: Corwin Press.
4. Anthony J. Nitko., Susan M. Brookhart. (2011). "Assessment methodology for students' education". Pearson. London.
5. Myagmarsuren, O., (2016). "Some issues of educational evaluation terminology". Ulaanbaatar, Mongolia.
6. Ichinkhorloo, Sh., (2018). "Introduction to the sociology of education". Ulaanbaatar, Mongolia.
7. Kinga Horvath., (2019). "The dimensions of educational evaluation". J. Selye Univesity. Slovakia.
8. https://www.researchgate.net/publication/313253843.
9. https://www.questionpro.com/blog/educational-evaluation/.