



THEORETICAL ASPECTS REGARDING STUDENTS' ASSESSMENT OF PHYSICAL EDUCATION

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Abstract

Our today's society demands are focused on certifying students and their training levels for future entry on the labor market. This implies universities have a huge responsibility for training their staff.

Improving the training activity is achieved by knowledge of student results following evaluations.

Evaluation in higher education tries to measure student knowledge intake by using some evaluation "devices" meant to shed light on their skills and also to improve or optimize the quality of those methods used

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Introduction

N. Vințanu (1998) defines an evaluation "as an integrated and essential part of an educational program due to the fact it is a scientific method designed to lead us to finding out whether previously established objectives become met or not and also if decisions are justified or not".

Evaluation is defined by Gh. Cârstea "as a process that is meant to measure and quantify an educational system's results, its resource effectiveness, all conditions and operations used by comparing results with objectives for taking further decisions and improving future steps."

Evaluation is a systemic process, a wholesome and essential part of the educational system through which it itself is being upgraded due to the fact that it allows measurement for objective fulfillment and also allows taking beneficial decisions.

From a cybernetic point of view speaking, evaluation is an action which constantly lessens phenomenon or process improvement. This is why it becomes merely a moment of that phenomenon or process, its starting point. In the end, it takes shape as a condition of that phenomenon or process that has repercussions in changing objectives and strategies. Evaluation must not be regarded as a means of control or objective measurement unit but as a way of perfecting the educational process, which in turn uses a global strategy and multiple partial strategies in unison.

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In education, evaluation creates information that has self-regulating functions for the overall growth of performance. The act of evaluation ensures there's a feedback for the system. For the purpose of right appliance of evaluation during physical education, some changes which have appeared lately should be taken in consideration. Out of all these, the following must be mentioned:

Expanding the evaluation process from only checking and measuring results to evaluating the process and the strategy which lead to those respective results;

Diversifying evaluation techniques and increasing their degree of being suitable tso real teaching scenarios;

The necessity of strengthening and sanctioning evaluation results as operatively as possible which leads to shortening the way between diagnosis and improvement;

Centering evaluation on positive results and concomitantly not sanctioning negative results;

Transforming the subject in a real partner for the training process leader (by self-evaluation, inter-evaluation and controlled evaluation).

The characteristics of evaluation as an educational system:

It is a necessary act in leading a system with clear and precise objectives; it is the process through which useful information about future decisions gets acquired, utilized and selected;

It is an objective analysis lever and is a continuous presence in the process which must be analyzed;

It is a feedback in biological, psychological and social systems because it presents itself as a constant concern for all those involved in that particular activity, concern which involves capturing the effects of their action, professors and students alike gaining confirmation of their prestige along the way, Being done inside a system, it generates certain pieces of information which have a role in self-regulation and boosting efficiency;

It is an integrated part of an educational relationship system.

Types of evaluation

Evaluation can be:

Initial evaluation

Cumulative evaluation

Continuous evaluation

Initial evaluation – is that type of evaluation which is conducted at the beginning of a training program and is meant to determine the state of the system or action and conditions it can successfully integrate in the schedule. It is a premise of any program. This type of evaluation corresponds to the predictive function of evaluation.



Cumulative evaluation – represents the traditional way of evaluating results and consists of periodically checking and gauging processes. It is conducted at the end of certain longer or shorter periods of time. (Trimesters, years, cycles)

Cumulative evaluation has a retrospective characteristic compared to the action in question. It implies a comparison of the obtained result with aims and objectives and with the initial state of the system.

Cumulative evaluation limits the decision making process. It's called the "all or nothing law". As a result, following a successful cumulative evaluation, both success and failure are viewed in a global manner.

Continuous evaluation – is conducted by measuring and overseeing the results during a program, from beginning to end. It consists of estimating of different phases, very short sequences analyzed in detail. If progress is not what was hoped, a diagnosis is laid containing all faults and problems in order to fix what needs to be fixed.

The purpose of evaluation

The purpose of evaluation varies according to an evaluator's perspective and the structure analyzed.

All purposes of an evaluation act draws the contour to conditions in which the process is to be deployed, consisting of:

Determining objectives that activity must follow and must be evaluated;

Using the information obtained and taking decisions about the degree of objective fulfillment and also about any improvement necessary;

Evaluation has the purpose of providing decision makers most accurate details about a system.

In conclusion, the main purpose of evaluation consists of every analyzed sequence and its successful and unsuccessful parts which can lead to taking the right measures for that particular activity.

For efficiently evaluating the activity done with some student groups and also for stimulating interest in students for participating in events, we consider that the evaluation of these categories of young people should contain the following:

The number and frequency of attendance;

Completion of general movement skill tests;

Tests specific for the practiced sport;

Participation in university competitions;

Mastering of some theoretical knowledge included in physical education and sport curriculum.

Evaluation in education is viewed as a process and not only as an event, which allows it to manifest over time. This process requires a series of measurements and comparisons based on which decisions meant to improve the activity are taken.



Measurement is the process through which a characteristic of the educational phenomenon is being attributed a number. This value can describe a trait quantitatively or qualitatively. Quantity aspects can be measured by comparison to standards or specific measuring units (m, kg), ensuring objectivity. Qualitative aspects however, cannot all be measured, those where possible are usually measured with grades and ranks. This measurement is done by using specifically formulated criterion. Humanist sciences usually work with tests which evaluate the quantitative part of an opinion, skill and psychological trait. These qualities are transformed into quantities and their comparison to an intensity scale reveals how powerful properties manifest – properties of social, psychological, social and of educational natures.

Physical education uses a wide array of both quantitative and qualitative evaluation methods. While some results can be directly converted into numerical values and grades, evaluating the level in which a student absorbed knowledge and skill can be relative. Some professors can appreciate the technicalities, some only efficiency, some fluency of movement or other recognizes the effort and perseverance used to supplement skills.

Student evaluation process has 3 main parts:

Checking and establishing, done by the teacher, specific situations and conditions which allow him/her to evaluate a student's training level. This level can be evaluated at a start of a school or university year or cycle in order to evaluate student initial levels – initial evaluation; over the course of an year, to check for the effects of the strategy – current evaluation; or at the end of a year – final evaluation;

Measurement is the moment in which a professor is assessing future evaluation results by establishing a 2-dimensional axis system;

Scoring or grading is an act of attaching a numeric label to a learning result. Grades and scores are a good indicator of how much of the objective has been completed.

Grading, followed by scoring and of course all events that are based on can be appreciated by their validity and fidelity. A grade or score is valid or correct when it clearly and rightfully expresses the trait it's measuring (motion skills only, for example and no other activities a student performs in class). An event or grade is just when repeated will lead to exactly the same result both for the same evaluator in different moments but also for different evaluators at the same time.

Conclusions

Evaluation in physical education and sport is a process through which a permanent improvement of the educational process is done. This is why it is a starting point for a process. It becomes, in the end a condition a process must fulfill and has repercussions on changing used objectives and strategies. Evaluation must be viewed as a means of evaluating knowledge (notions, skills, abilities etc.), as a



way of objective measurement but more importantly as a way of perfecting the educational process which uses both global and partial strategies.

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