Instruments for Students’ Self Evaluation

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Having in mind that quality is realized at the level of main educational relationship, it is obviously understood that the first main way of evaluation, analysis of the quality is the school itself. Evaluation of education quality within „Mihai Viteazul” Combat Units Training School Pitești, is based on three main processes: internal quality assurance, quality control and external quality evaluation. Taking into account evaluation as general method of evaluation and interpretation of the training process it was drawn up the Model of evaluation of educational quality at the school level. The way by which students’ competences are formed, as they are presented in the “Graduate Model”, is realized according to the standing operation Procedure which concerns students’ evaluation. Changing the role of student from passive one to an active one within the training process, this becoming one who has equal rights within an educational relationship which is based on a “pedagogical contract”, needs the improvement of self evaluation importance, this one becoming the main element of the evaluation strategy. The paper presents the main instruments of student’s self evaluation that are used within tests in the 2006-2007 education year, the new Conception concerning development of the new educational curriculum in „Mihai Viteazul” Combat Units Training School of Pitești.

Keywords: self evaluation, student role, quality assurance, evaluation of educational quality.

1 Development of students’ self evaluation capacity

Development of the educational curriculum based on the model focused on competences within „Mihai Viteazul” Combat Units Training School, Pitești implied evaluation conception as a process of regulating – self regulation of learning.

This conception which was considered as formative evaluation, has as main purpose student’s own learning. This way, evaluation concept is strongly associated with self evaluation.

Changing the role of student from passive one to an active one within the training process, this becoming one who has equal rights within an educational relationship which is based on a “pedagogical contract”, needs the improvement of self evaluation importance, this one becoming the main element of the evaluation strategy. Within concept testing in the 2006-2007 education year, within career courses, for officers, warrant officers and non commissioned officers from infantry, mountain troops and tank and driving specialties, instructors used different methods of students’ self evaluation capacity:

1. Presentation, in the course beginning, of competences, performance criteria, application conditions and subject for evaluation.

2. Within evaluation the students gave themselves marks which were negotiated together with the teacher and their colleagues, the instructor being forced to bring arguments and emphasize the correctness or incorrectness of the anticipated appreciations.

3. Giving, by instructors, a 10% bonus from the total score got by students in the following situations:
    a) they helped to quality assurance of education activity;
    b) team leadership between NCOs and officers.

4. Presentation of an evaluation which the group realized in advance for each member obeying the following criteria:
    a) group competences recognition;
    b) own mistakes recognition;
c) taking the role within the group; 
d) settlement and establishment of an atmosphere which encourages debates and discussions based on mutual trust and respect. If the group presented an evaluation, the final score got by each of them was calculated as a mean between the score which instructor gave to the group (\(\frac{3}{4}\) of that mark) and the score given by the group to each member (\(\frac{1}{4}\) of the mark).

5. Students’ evaluation by the students with the help of the Evaluation records of students by the students.

<table>
<thead>
<tr>
<th>Characteristic / feature</th>
<th>Score</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Active listening:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Visual contact, body position, nodding, face countenance, leader oral attitude.</td>
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<tr>
<td>2. Questions answers:</td>
<td></td>
<td></td>
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<tr>
<td>- Did the leader answer subordinate orally as well as non orally?</td>
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<tr>
<td>3. Asking questions:</td>
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<td></td>
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<tr>
<td>- Were there too many questions which emphasized the difference between authority that exists between leader and his subordinate, making the latter one have a passive attitude?</td>
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<td></td>
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<tr>
<td>4. Counseling training:</td>
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<td></td>
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<tr>
<td>- Were the questions well asked so that to encourage and develop the answer?</td>
<td></td>
<td></td>
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<tr>
<td>5. Beginning of the counseling lesson:</td>
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<tr>
<td>- Did the leader announce clearly the counseling lesson purpose?</td>
<td></td>
<td></td>
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<tr>
<td>6. Problems analysis:</td>
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<tr>
<td>- Did the leader understand subordinate’s problems?</td>
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<td></td>
</tr>
<tr>
<td>- Did the leader encourage subordinate through positive appreciation of the results so far?</td>
<td></td>
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<tr>
<td>- Did the leader allow subordinate to present in detail what he has to say?</td>
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<td></td>
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<tr>
<td>7. Issuing the action plan:</td>
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<td></td>
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<tr>
<td>- Were methods for the result identified in order to realize the right result?</td>
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</tbody>
</table>
- Did the leader present subordinate what does he have to do in order to accomplish the objective which were settled within counseling lesson?
- Were terms, simple, concrete phrases used without allowing interpretation?
- Is the plan clear, and with objectives that can be realized?

8. Recording and ending of the lesson:
- Were the main elements of the lesson revised?
- Is the leader sure of the fact that subordinate has understood the action plan?
- Did the subordinate and leader settle together the following measures in order to apply the action plan?
- Has the leader plan a new counseling lesson?

General questions:
1. What was the main point of the presentation?
2. What was the weak point of the presentation?
3. According to you, are the group members prepared to plan, organize, carry on and evaluate the counseling process?
4. What could the group members do in order to improve subordinate counseling competences?
5. Do you have any other ideas concerning counseling lesson which took place within the group?
6. General mark:

Signature

2. Instruments for students’ self evaluation
Within concept testing, students’ self evaluation was realized at the end of each training module with the help of Self evaluation records, which in order to have a real significance for student’s formation, were valorized as follows:
- comparison between information got by the instructors through the help of other additional methods;
- introduction in the student’s portfolios.
If you complete seriously, this self-evaluation record will help you get involved actively and passively in your education. Self-evaluation results and your comments will be a real support for the instructors who evaluate.

Self-evaluation record

<table>
<thead>
<tr>
<th>Characteristics / feature</th>
<th>Score</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education performances</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interest for own training (self-training)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Initiative</td>
<td></td>
<td></td>
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<tr>
<td>Team spirit</td>
<td></td>
<td></td>
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<tr>
<td>Responsibility taking</td>
<td></td>
<td></td>
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<tr>
<td>Participate in group discussions and debates</td>
<td></td>
<td></td>
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<tr>
<td>Progress which was made</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Subject</td>
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</tbody>
</table>

The final mark which you got will be calculated as a mean between the mark given by the instructor to the group (3/4 of mark) and the score given by you (1/4 of mark). Be as objective as possible as future, leaders, to be able to act properly.

Write each criteria with points between 1 and 5: 1 = inadequate; 2 = mediocre; 3 = satisfactory; 4 = good; 5 = very good in the table below. After giving marks, make relevant comments.

General questions:
1. What competences have you formed within this module?
2. What were the steps which you took in order to realize efficiently the task you received?
3. According to your opinion are you prepared to accomplish the performance criteria specific to this module competences?
4. What were the difficulties that you had within this module?
5. How do you think you’ll be able to improve performance?
6. General mark:

Signature

3. Conclusions
1. Development of the educational curriculum on the basis of the model focused on
competences, within „Mihai Viteazul” Combat Units Training School, Pitești, required passing from the classical to complementary methods to evaluate the student’s competences.

2. School doesn’t want to make from evaluation only an instrument for control and also an instrument for formation which students have in order to accomplish his personal objectives and in order to build his own way of learning.

3. Changing the role of student from passive one to an active one within the training process, this becoming one who has equal rights within an educational relationship which is based on a “pedagogical contract”, needs the improvement of self evaluation importance, this one becoming the main element of the evaluation strategy.

Bibliography