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# The views of teachers on primary school programs' implementation and quality of assessment and evaluation component

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## Abstract

In this study; the process of assessment and evaluation of primary school programs have been examined according to the views of teachers. The universe of the study consists of the teachers in the official primary schools which are located in the center of Şanlıurfa province in the academic year 2011-2012 and 407 teachers in these official primary schools form the sample of this study. In data analysis, percent, frequency and arithmetic mean are used. The obtained data have been analysed and interpreted by using statistical techniques on the computer.

Keywords: Primary School Program, Assessment and evaluation

## 1. Introduction

To assess, first of all, there must be an entity. What matters in terms of assessment is not asset's being animate or inanimate, but whether it is concrete or abstract. If the property to be assessed is concrete, the process gets easier. It is difficult to assess an entity which is known but intangible.

The instruments used during the assessment process can be classified into two groups as standard and non-standard tools. The standard ones are unchangeable instruments according to some variables. Meter, kilogram, are standard instruments that do not differ in any condition. The instruments which are changeable and aren't same everywhere are not standard tools. For example; hand span and footstep are non-standard instruments.

Assessment is generally used for quantifying a qualification or specifying it by numerical expressions. It is not necessarily to express the assessment results in numbers. To benefit from asset or events in a more effective and efficient way based on these results obtained from specifying and identifying the various features of the entity or events in nature is among the major causes of scientific studies to apply to assessing. Among the reasons to apply to assessing in education, it is possible to see the same reason. In order to identify the truth, whether behavioural changes and their expected realization took place, their degree of realization is tried to be identified according to the truth. Another aim of this paper on one hand is to reveal learning deficiencies and complete these deficiencies by benefiting the results obtained from such a determination and on the other is to increase efficiency in learning (Özçelik, 1981:21). Therefore assessment is a tool which determines individual's learning ability and reveals the result of learning process. However, assessment becomes meaningful by evaluating and interpreting the results obtained according to certain criteria (Topal, 1999:40). In this regard, there is a need to evaluate data obtained from assessment in order for data to be meaningful. While assessment is a representation, evaluation is a judgment. In other words, evaluation is a decision making process about the qualifications of assessed objects or individuals by comparing the results of assessment according to instrument (Tekin, 2004).

Assessment and evaluation are different concepts from each other even though they have been used together. The differences between assessment and evaluation can be listed like that (Küçükahmet, 2000, 166-167):

1) Assessment shows the quantity of the assessed qualification, whereas evaluation reveals whether this quantity will be enough or not, or whether it is suitable to the aim or not.
2) Evaluation is a more complex concept which also includes assessment.
3) In order to be able to do evaluation, first of all, assessment has to be done.
4) While assessment is mainly done by observation; comparing, interpreting and judgement are essential in evaluation,
5) While assessment is generally objective; evaluation withstands mostly on personal opinions.

## 2.1. Method

The method used in this study is descriptive analysis method. Scanning models are approaches that aim to research an existing situation which is present in our day or was in the past. In the descriptive analysis, the obtained data is summarized and interpreted according to the topics which are specified in advance. In the descriptive analysis, it is frequently given place to the adaptations (quotations) with the aim to reflect the views of observed or interviewed individuals in an impressive way. The aim in this kind of analysis is to offer the obtained results in a way that they have been organized and interpreted (Yıldırım and Şimşek, 2006:224).

## 2.2. Universe and Sample
The universe of the study consists of the teachers in the official primary schools which are located in the center of Şanlıurfa province in the academic year 2011-2012 and 407 teachers in these official primary schools form the sample of this study. In data analysis, percent, frequency and arithmetic mean are used.

## 2.3. Data Analyse
Data have been obtained through questionnaire. In the research, "Assessment and Evaluation Questionnaire" which is developed by Pullu (2008) and associated with the assessment and evaluation component of primary school programs has been used. Data has been analysed by the program SPSS 16.0. In data analysis, percent, frequency and arithmetic mean are used. The following grade intervals have been taken as a base in order to determine the realization level of related items which take place in the questionnaire.

| | |
|---|---|
| Strongly Disagree / Never | 1.00 – 1.80 |
| Disagree / Rarely | 1.81 – 2.60 |
| Partially Agree/Sometimes | 2.61 – 3.40 |
| Agree/Frequently | 3.41 – 4.20 |
| Strongly Agree / Always | 4.21 – 5.00 |

## 3. Findings and Comments
In this part; we can see the results and the analysis of the results based on data which is obtained from the questionnaire to determine the views of the teachers on assessment and evaluation component in primary school programs.

Table 1. Frequency, Percent, Mean and Standard Deviation Values Reflecting the Views of the Teachers on the Assessment and Evaluation Component.

| | Strongly disagree | | Less Agree | | Mediocre Agree | | Mostly Agree | | Strongly Agree | | $\bar{X}$ | S | Results |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | f | % | f | % | f | % | f | % | f | % | | | |
| 1.It helps students to be aware of learning deficiencies, and to resolve these deficiencies | 0 | 0 | 13 | 3.2 | 104 | 25.6 | 128 | 31.4 | 162 | 39.98 | 4,08 | 0,88 | Mostly Agree |
| 2. It shows whether education goals are achieved or not. | 0 | 0 | 24 | 5.9 | 116 | 28.5 | 149 | 36.6 | 118 | 29 | 3,89 | 0,89 | Mostly Agree |
| 3. It determines whether the teaching methods and techniques used during the lessons are efficient or not. | 0 | 0 | 22 | 5.4 | 120 | 29.5 | 156 | 38.3 | 109 | 26.8 | 3,86 | 0,87 | Mostly Agree |
| 4.It increases concern and motivation of the students to lessons. | 0 | 0 | 18 | 4.4 | 102 | 25.1 | 147 | 36.1 | 140 | 34.4 | 4,00 | 0,88 | Mostly Agree |
| 4. It is efficient in revealing the abilities and knowledge of the students. | 0 | 0 | 192 | 47.2 | 188 | 46.2 | 22 | 5.4 | 5 | 1.2 | 2,61 | 0,65 | Less Agree |
| 6. It takes individual differences into consideration. | 0 | 0 | 0 | 0 | 45 | 11.1 | 167 | 41 | 195 | 47.9 | 4,37 | 0,67 | Strongly Agree |
| 7. It determines in what level the topics are comprehended | 43 | 10.6 | 200 | 49.1 | 164 | 40.3 | 0 | 0 | 0 | 0 | 2,30 | 0,65 | Less Agree |
| 8. It gives information about the student to their parents | 0 | 0 | 0 | 0 | 45 | 11.1 | 148 | 39.3 | 214 | 49.7 | 4,30 | 0,77 | Strongly Agree |
| 9. It takes concerns and needs of students into consideration. | 0 | 0 | 0 | 0 | 44 | 10.8 | 167 | 41 | 196 | 48.2 | 4,17 | 0,72 | Mostly Agree |
| 10. It provides feedback to students, teachers and parents. | 0 | 0 | 1 | 0.2 | 45 | 11.1 | 167 | 41 | 194 | 47.7 | 4,16 | 0,68 | Mostly Agree |
| 11. The pedagogical formations of teachers are inadequate | 0 | 0 | 1 | 0.2 | 46 | 11.3 | 169 | 41.4 | 191 | 47.1 | 4,36 | 0,69 | Strongly Agree |
| 12. It is suitable to use different kinds of assessment and evaluation methods and techniques all together in the same lesson. | 0 | 0 | 0 | 0 | 49 | 12 | 164 | 40.3 | 192 | 47.3 | 4,05 | 0,69 | Mostly Agree |
| 13.It provides students to take responsibility. | 0 | 0 | 0 | 0 | 48 | 11.7 | 160 | 51.7 | 195 | 47.9 | 4,36 | 0,69 | Strongly Agree |
| 14. It increases the self confidence of students. | 0 | 0 | 2 | 0.5 | 47 | 11.5 | 155 | 38.5 | 203 | 49.4 | 4,35 | 0,70 | Strongly Agree |
| 15. It includes understandable activities to the students. | 0 | 0 | 0 | 0 | 45 | 11.1 | 148 | 39.3 | 214 | 49.7 | 4,38 | 0,67 | Strongly Agree |
| 16. It requires using all of the methods-techniques of assessment and evaluation. | 0 | 0 | 0 | 0 | 41 | 10.1 | 172 | 42.3 | 194 | 47.7 | 4,18 | 0,66 | Mostly Agree |

| | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 17. It contains activities which are not be worthwhile for the time spent | 94 | 23 | 160 | 39,3 | 140 | 34.3 | 13 | 0.33 | 0 | 0 | 2.24 | 0,66 | Mostly Agree |
| 18. It steers students to make research and investigation. | 0 | 0 | 0 | 0 | 39 | 9.6 | 161 | 40 | 207 | 50.4 | 4,19 | 0,76 | Mostly Agree |
| 19. It provides students to be evaluated in a versatile way. | 0 | 0 | 10 | 2 | 49 | 11.6 | 151 | 38 | 197 | 48.4 | 4,33 | 0,67 | Strongly Agree |
| 20. It causes stress and anxiety for student. | 111 | 28 | 180 | 44,7 | 106 | 26 | 16 | 0.3 | 0 | 0 | 2.36 | 0,66 | Mostly Agree |
| 21. It provides opportunity for students to use technology more effectively. | 0 | 0 | 0 | 0 | 38 | 9.3 | 173 | 42.5 | 196 | 48.2 | 4,29 | 0,69 | Strongly Agree |
| 22. It helps the students to do scientific studies. | 0 | 0 | 1 | 0.2 | 40 | 9.8 | 153 | 38.5 | 213 | 49.4 | 4,37 | 0,67 | Strongly Agree |
| 23. It includes activities which take multiple intelligence into consideration | 0 | 0 | 6 | 1.2 | 51 | 11.7 | 172 | 42.3 | 189 | 46.4 | 4,35 | 0,68 | Strongly Agree |
| 24. It includes many detailed forms. | 53 | 13 | 202 | 49.6 | 152 | 37.3 | 0 | 0 | 0 | 0 | 2,24 | 0,67 | Less Agree |
| 25. It increases the financial burden on students and parents. | 0 | 0 | 0 | 0 | 38 | 9.3 | 152 | 41.3 | 217 | 50.4 | 4,39 | 0,65 | Strongly Agree |

When Table 1 observed, in general, the views of teachers on assessment and evaluation component of primary school programs are positive. While teachers partially agree with the items "*it includes activities which are not worthwhile for the time spent*" and "*it causes anxiety and stress for student*", they have almost agreed in all other items. This situation can be interpreted as teachers have a positive perspective towards the assessment and evaluation process. According to the results of the research which had been made by Yıldırım (2006), it has been determined that the most important factors, which affect the exam success of students, are anxiety and excitement. The teachers views about the assessment and evaluation process has detailed and a lot of forms and it increases the financial burden for parents is remarkable. These two items can be counted as the properties of assessment and evaluation process which are qualified as negative by teachers.

## 3. Results of Discussion and Suggestions

In Turkey, in primary schools, new education program which takes contemporary education processes as a base instead of traditional education has been put into practice since 2005-2006 academic year. The fourth component of the program, assessment and evaluation has changed. It is worthwhile to investigate how the assessment and evaluation which have a highly important place during learning-teaching process will be implemented with this new program. From this point of view, the necessity to determine the views of teachers, who are the executives of assessment and evaluation in the class, toward assessment and evaluation, has emerged. Hence, in this study, it has been studied to determine the views of teachers on assessment and evaluation that take place in new primary school program.

In general, the views of teachers on their executions of assessment and evaluation process are positive. Most of the teachers have indicated that they gave enough time to their students in order to complete their studies and they took into consideration the levels of students while they specified the activities of the assessment and evaluation process and they paid attention to the time when they determined these activities.

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