

Evaluation: Senarization and educational action

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Abstract: The Pedagogical evaluation is considered, in the field of general didactics, and specifically in the context of school programs, a subject of debate in contemporary pedagogy, research in educational sciences and didactics of disciplines, aiming through this the foundation of the foundations of a science of evaluation. The interest in this branch is explained, firstly, by the development of summative and formative evaluation techniques of educational phenomena, then, by the growing awareness of the functions of formative evaluation and the role that it plays in the evolution of contemporary educational systems. Indeed, the advancement that the field of educational evaluation has experienced, and which has been able to promote the training systems of many developed countries, contrasts with the systems of countries which remain faithful to traditional evaluation practices, leading thus creating a divide separating the evaluation of perspectives from the teaching process. Thus, in most developing countries we notice a craze relating to the evaluation of programs instead of evaluating the learning paths and its mechanisms, relating to the judgment of learners, between failure and success instead of care about the development and true refinement of their skills and the emancipation of their cognitive abilities. Consequently, the current state requires an update of the mechanisms of educational evaluation by adopting an integrated vision mode, combining evaluation as an indicator of obstacles to the functioning of teaching/learning and as a element of correction of the course, and evaluation as a need of society, thus ensuring the primary function of the educational

institution, going through quite complex educational processes and through a fixing process, after studies and prospective reflection, the objectives to be achieved, the necessary means and the stages of achievement. Thus, educational evaluation revolves around a translucent distinction between its different types, specifying the functional nuances and limits of each of them. And in accordance with our aim, we treat in this work three forms of evaluation, namely: "diagnostic; formative; summative". We will focus on the presence within the scope of the purpose of each level of evaluation in order to arrive at conclusions capable of illuminating the conceptualization of the management of learning capable of being actualized in the contemporary teaching/learning context.

Keywords: Senarization; ; educational evaluation; educational functions of evaluation.

1. Educational evaluation

Generally, evaluation takes the meaning of "demonstration, judgment, appreciation, precision, presentation, nomination and expression of opinion" (Hadji, 1992: 21) Otherwise, a whole set of procedural processes based on three main dimensions: the first qualified as descriptive aiming to clarify the task and the paths of its evaluation, the second relates to a higher level, qualified as analytical, reflecting the demonstration and the concrete indices of the results by making a judgment and the third is deductive, focusing on the mechanisms allowing us to judge the product or express an opinion on it.

In this way, this set of processes aims to evaluate as objectively as possible all aspects related to learning, such as academic results and particular characteristics of students, academic programs, teaching and assessment, management of teaching/learning as well as the administrative framework of the establishment. The objective is to promote the education system in general. We refer to (Legendre, R. 1988) to categorize the types of educational evaluation according to:

- 1- Its functions, which could be formative or global;
- 2- The type of interpretation , regulatory or normative;
- 3- The content of its subject, which can be qualitative or global.

Please note, however, that the types cited above do not reflect all of the types of evaluation, especially since the functions assigned to it are not considered definitive and complete. We will have the opportunity to I'll cover this in detail later.

As for (Bloom, 1971), he gave evaluation three complementary dimensions consistent with the educational trinity: the scientific subject, the learning process and the learner's performance. In this sense, he also indicated that evaluation is a means of making judgment on the way of thinking, on the delivery of the range of actions, on the teaching methods, on the teaching materials and on many other things. other educational operations. This, using criteria aimed at the accuracy and efficiency of the processes, as well as their degree of feasibility. The judgments made in this context are quantitative or qualitative. This definition may agree with that of (Ground , 1971): “an organizational process aimed at determining the extent to which the learner has achieved the educational objectives set”. Considering in this way the organizational process as a measure implicitly included in all the measures taken by the leader of any of the specific strategies of the evaluation.

However, the Superior Council of Education in Quebec (CSE, Quebec 2006: 70) "takes the definition further by explaining that evaluation in education is a judgment on the value of a thing, a person or 'an educational phenomenon, the aim of which is to guide the action we want to do.' In the sense that the purpose becomes directive, focusing on the investment of the results of the evaluation of an action in the identification of new paths capable of achieving the same objectives.

We retain from the previous definitions that evaluation is not simply a judgment made on learners and their results, nor only their classification and organization into categories of "good" and "less good", but extends to a process of collecting and processing quantitative or qualitative information with the aim of evaluating the level of learning in relation to the objectives set and also specifying the steps that have been accomplished in order to make the best decisions for subsequent levels. It is an organized and integrated didactic approach which concerns all aspects of the educational process, from the objectives and the extent of their achievement, through the procedures of the study and its analysis, through the evaluation of the conditions of achievement and its circumstances, by looking for the strong points as well as the weaknesses of all the components of the educational act, including the means, the methods, the

standards of mastery and the working conditions. This with the aim of discovering the positive factors of the educational process in order to strengthen and confirm them.

1.1. Linguistic assessment

Linguistic assessment is a multifaceted process, it concerns on the one hand the linguistic monitoring of the learner's growth, the identification of weaknesses and their remediation, on the other hand, the methods of teaching in the different branches of the language and at the same time the direction the recommendations and the means used, including those related to aspects of school activity in general and to aspects of linguistic activity in particular such as school textbooks (Khawaldeh, 2016 : 27). In terms of language teaching/learning, the process shared between the subjects of the educational triad: the teacher, the learner, and the content that occupies the greatest terrain. As a result, language assessment expands to include the teaching performance of the teacher, the science subject (language), and the learner.

2. The purposes of educational evaluation

It is evident according to modern educational psychology according to (Abd al-Rahman, IA, 2009: 32) that the educational process becomes more effective and profitable when it is based on thinking based on the four elements of school curricula, it is :

- Determination of the educational objectives to be achieved through the act of teaching/ learning;
- Thoughtful choice of content appropriate to the target group of the educational process;
- specification of the appropriate methodology to achieve the set objectives;
- Create an evaluation plan for the teaching/learning process in order to check the degree of achievement of the objectives. This means that targeted instruction management is closely dependent on good planning, rational management and targeted evaluation.

Thus, “If evaluation is determined as a component of the educational process and as a basic element in its constitution, then it represents an important factor in clarifying the rest of the procedure and in making subsequent decisions, since there is a direct correlation and mutual influence between the teacher's evaluative decisions and the nature of the teaching/learning process” (Al- Darij , 1988: 85). Which makes this subject one of the most debated in contemporary didactics, giving rise to discussions which particularly concern the strategies of its use, the objectives of its implementation, the credibility of its results, the extent of its validity and its role in the reorientation and organization of educational issues, where "evaluation is considered as a tool for organizing the learner's professional activity, and not a prediction or selection tool, allowing “identify the criteria for success of an individual and record their effects by retracing their stages.” (Teaching program for nursery school: order of 18-2-2015). Indeed, it is an essential mechanism which makes it possible to evaluate the learner's abilities when they are

transformed into concrete achievements, whether these are specific intellectual or mental abilities of the learner.

However, we do not limit the object of educational evaluation to what we have just outlined above, on the other hand it extends to also encompass:

- 1- Improving the quality of decisions related to the learning and general development of students;
- 2- presentation of clear and useful information on the learner's progress to parents;
- 3- Provide information to students on the next steps;
- 4- Provide representative information to those in charge to enable them to judge the value of the education system (Legendre, 1988).

This means that the evaluation has general objectives, and other specific ones. The first are linked to the educational path with its different components: curriculum, methodology and programs, while the second concerns the level of educational performance of the learner and the teacher. This indicates that educational assessment is a tool for providing practical answers to actual or potential questions. Which questions we will address in the next point.

3. The main questions related to educational evaluation

The most important questions related to the educational calendar

Several evaluation specialists (Rey; and Carette, and Deffrance ; and Khan and Meirieu , 2012;.), Hajji, Hadji (2018) affirm that the teaching/learning process requires a certain number of questions qualified as basic in order to ensure the effectiveness and relevance of the evaluation. We choose six that we consider central. We can mention others that arise from this, depending on the type of evaluation, its objectives and the group targeted by the evaluation. It is :

Why should we evaluate? We evaluate for the achievement of knowledge and understanding, to reveal the truth related to learning, and to be able to analyze it objectively;

- What do we assess / who do we assess? In response to this question, (Pieron , 1963) emphasizes that the complexity of evaluation lies in knowing exactly what should be evaluated. So, when we are testing, we are not only evaluating cognitive acquisition, but also the testee's stress management, their strategies, but sometimes also their cheating prowess . Whenever we define the target of the assessment, but we employ the appropriate strategy for the assessment, for example in the multiple choice test, we assess cognitive acquisitions, memorization, analytical skills, choice and organization. In this way we evaluate the achievements, knowledge, objectives and skills of both the learner and the lesson, but also of the teaching process, the academic subject/courses, programs, etc.

Who are we evaluating for? For the learner, for the parents, for the sponsor, for the sponsor, and for general or specific subsequent needs ;

How do we evaluate this? This is the approved method and its reference.

What tools do we adopt for evaluation? We evaluate through situations, through direct questions, through multiple choice questions, through the verification of a statement (true/false), through oral and written tests, including or not the time of the previous preparation;

- When do we evaluate? Regarding the field of education, the evaluation time varies according to the type of evaluation carried out and according to the specific objectives of each type. Thus, if it is a question of diagnosing the situation, the evaluation should take place at the beginning of the academic course, the semester, the academic unit or simply at the beginning of the lesson, or the educational activity. On the other hand, if it was a formative evaluation, the process extends throughout the teaching/learning activity. It is the same when it comes to a final data collection to make a definitive judgment (tests / general evaluation), it is commonly associated with the end of the educational phase or the school year.

If we compare the answers to the questions mentioned above with the reality of the evaluation currently practiced in Moroccan schools, through the analysis of periodic examinations, continuous assessment procedures and classroom practices throughout courses (Bountel , 2019), we will come across fundamental paradoxes, separating what is practiced and the standards that should be respected. Indeed, the results of the study show that academic evaluation focuses on the learner, assigning him/her all responsibility for failure or success. Also the tests only concern themselves with the cognitive side of the learner. Something which accentuates the subjectivity of the teacher and his cognitive authority, also accentuates and the concept the most traditional forms of indoctrination. Thus, the ultimate goal of assessment in this perspective is the grade by which the student can be ranked on the scale set by the teacher. While the standard that should be followed during this operation should respect the routing presented in the following diagram:

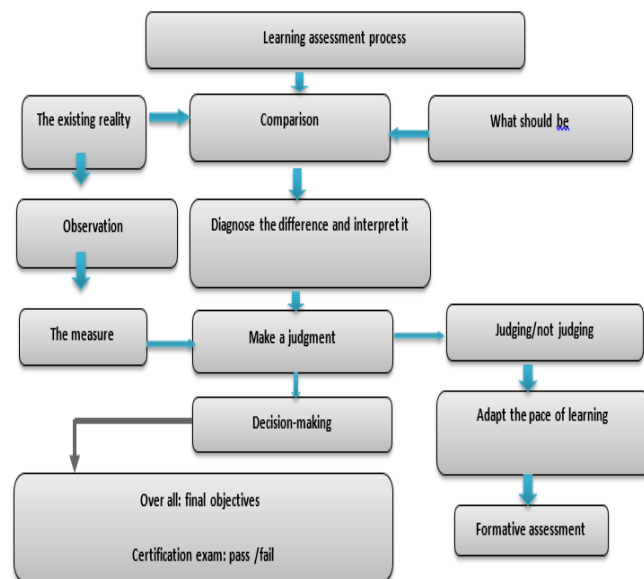


Diagram 1: Evaluate instructions from observation to decision making and determination of treatment methods.

The diagram above shows that assessment depends on comparing results with previously established objectives, through careful observation of the learner's product, measuring the recorded differences between the existing object and the possible, all by explaining the reasons for the discrepancy, to make objective judgments which lead to precise evaluation decisions which result in proposing forms of evaluation and treatment. Note that the decisions taken are of two types: partial, provisional decisions, which relate to formative evaluation, and whose aim is to correct the teaching and learning paths, and final decisions, which are considered as very appropriate sanctions of the evaluation.

4. Types of educational evaluation

When the teacher is forced to adopt pedagogical procedures which help him to know the degrees of progression resulting from the act of learning, he must choose the type of evaluation which best corresponds to the nature of the pedagogical approach. exercised, with the stage of learning, with the characteristics of the group targeted by the evaluation, but also with the goal, the conditions, the limits and the extensions of its achievement. The types of evaluation are numerous and different. The most debated in educational discourse boil down to three: Diagnostic, formative and summative evaluation, illustrated in the following diagram:

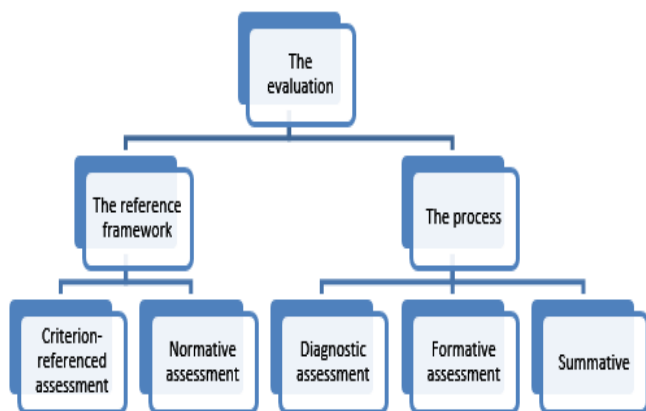


Diagram 2: Basic types of assessment, adopted in primary school, and its frame of reference

The diagram shows that the school's mission is twofold. Firstly, it is a question of ensuring the training of the learner and granting him the certificate which is a condition of social integration, thus the evaluation of the learner by the teacher should be based on a academic reference framework in order to ensure a certain degree of fairness in basing its judgments. Secondly, these are the criteria of “ criterion-referenced evaluation ” which classify the learner in relation to the members of his group and which could lack objectivity in this case. From the time that the student judged "average" from the teacher's point of view could be "good" compared to students in another class. Hence the need to be supplemented by a “normative assessment”, which measures the student's level of learning in relation to the objectives of educational activities, and not in relation to a specific group. Consequently, these two types of assessment remain

complementary, because the criterion-referenced assessment helps to make a decision regarding the specific learning of the student, and the normative assessment ensures its organization on the basis of which the certificate is issued .

4.1 . Diagnostic assessment

The object of this evaluation is “the assessment of the individual characteristics of the learner, which can have a positive or negative impact on their learning process” (Legendre, 1988). Characteristics refer to the set of observations that can result from this evaluation in terms of the level of previous acquisitions, the manner of handling difficulties and the mastery of skills, the degree of predisposition, and many other cognitive and psychological qualifications that help to complete the learning task. This is a pre-assessment as Deketele (1988) calls it, it is used to anticipate and predict. These are two functions qualified by (Qyerenet , 1987: 34) a means of predicting difficulties, which pushed (" stufflebeam , 1980: 276) to call it context evaluation, which allows us to know the target environment of evaluation and determine the needs to be met.

It is therefore a delimitation of the object to be evaluated and a macro-analytical evaluation of the context. It includes a description of the values and objectives of the study and reflects the applied knowledge of one of the knowledge areas. That is to say, it is an evaluation process aimed at making decisions to achieve the specific objectives of a determined program during its implementation" Gharib (2006: 393) , on "De landchsheere " (1979).

Based on this assessment, the target skills and capabilities could be determined as to the necessary capabilities, content, knowledge and resources. It also helps determine teaching and teaching methods as well as the appropriate assessment to measure and test the desired skill. The diagnostic assessment aims to measure and analyze indicators and information based on three main activities:

- 1) Evaluation of the surrounding situation in order to sort obstacles, resources and learners' representations.
- 2- Formulate the manifestations and characteristics of the situation in the form of specific difficulties, desires and expectations;
- 3- Transform these aspects into problems requiring solutions and help develop a plan to find these solutions (Querenet , J, 1987); (Strange, 2006).

The diagnostic evaluation is carried out at the start of the school year on the basis of a test whose results are invested at the semester level and at the establishment level, as a reference. The analysis of its data constitutes the starting point for building the establishment's project which takes into account:

- The diversification of the educational organization (flexible course schedules);
- The formation of groups according to needs (needs groups);
- Diversification of interventions and tools.

However, educational management of the diagnostic assessment does not mean stopping at certain exploratory questions at the start of the session. Because an activity of this type is considered very limited and the answers given do not constitute a sufficient indicator of the acquisition of

knowledge, skills and attitudes. Accordingly, diagnosis must take many forms, the most important of which are:

- The pre-preparation of lessons as part of homework, provided that it is not in the nature of memorizing the rules, or answering the questions mentioned in the manual, but rather as distinction activities, comparison, synthesis or analysis, or the response to questions in a guided survey or test relating to the skills or attitudes acquired;

- The dialogue is horizontal between learners on certain data related to the content of subsequent learning, which gives indications of the extent to which learners control the targeted data.

These are functional diagnostic models that check skills, knowledge and abilities to integrate knowledge and context. It allows the teacher to find various solutions to correct the performance of those who are failing, and to update their knowledge (upgrade). The question that arises at this level is how to correct the discrepancies noted.

Most often the teacher resorts, when he notices the existence of gaps in previous acquisitions, to recall the rules. However, if this method saves the teacher time, it does not allow the student to discover your own mistakes and self-correct. As for the solution, it consists of developing a classification of the types of errors that occur among students, and treating them according to the perception of a different pedagogy, represented in the teaching procedures as follows :

1- If the subject is linked to difficulties at the level of immediate knowledge: those which allow the learner to move on to the next stage of the lesson, it is appropriate to entrust the students with various functional activities which push them to do make the effort to correct and deepen their knowledge.

2- If the problem is linked to extended knowledge errors : that is to say those which are linked to contexts outside the objectives of the class, they can be addressed according to situations outside the class in the framework for the development of self-inquiry and development cognitive abilities.

In this context, it must be taken into account that error "is a state of mind or a mental act that considers correct what is false (Lalande. A. 1972). It results from a method of acquiring knowledge or old knowledge which has been confirmed. Thus the error is the result of a perception, a limit or a means that the student uses to solve problems and which he considers effective. So, to overcome this obstacle, the student encounters a certain resistance, and can easily reappear after he has gotten rid of the bad cognitive model (Sir Puska , A. 1986 - in legendre , R. 1988). why we must recognize that this type of error is not a simple consequence of ignorance, suspicion or chance.

If it comes to difficulties at the level of skills: The method of completing tasks in learning situations is considered one of the most appropriate ways to correct the student's skills, because it is a fertile ground for integrated management, and a path to systematic awareness that combines knowledge of information and its contextual functions, so that the skills of application, analysis and synthesis are complementary skills they cannot be processed outside of context. Indeed, the

method of making a student work by assigning him tasks, diversifying activities, inside and outside the class, remains one of the most effective measures to fill students' gaps. Because what is important is not the assessment of knowledge, but the assessment of skills. In this sense we must focus on quality, not quantity. That is to say, evaluating the acquisition and mastery of skills and resources and reusing them appropriately " (Hamdaoui , 2015: 29).

If the subject is linked to difficulties related to attitudes (soft skills): and as attitudes are not resources that can be given to the learner through guidance and advice, or recommendation and prohibition, then modifying them requires open horizontal interactive dialogues aimed at integrating knowledge as an implicit objective: "evaluation is an adjustment of behavior, a significant construction, a controlled culture, an improvement in the quality of the work required, and an increase in activity and efficiency (Hamdaoui , 2015: 29).

To conclude, it should be noted that the results of the diagnostic evaluation constitute a basis for formulating hypotheses on the obstacles linked to the learning situation, and a basis for working on the organization of the subsequent educational act, but it is not an indicator for making specialist psychologist judgments, or a tool for making a final judgment on the learner. Achieving the goal of this evaluation depends on comparing the results with the previously established objectives, proposing forms of evaluation and treatment to circumvent the difficulties recorded during the formative evaluation.

4.2. Formative assessment

Theories of cognitive learning, which deal with the understanding of the mechanisms of the learner's mind, have had a clear impact in the diversification of learning strategies, tools and evaluation formulas, respecting the sort the needs of learners characterized by diversity. These theories sometimes adopt learning through discovery, sometimes problem solving by offering the learning subject the opportunity to self-evaluate . This approach restores importance and reconsideration to the act of formative evaluation which would help the learner to improve their performance and develop their teaching in order to achieve the objectives of the educational project (Perrenoud, 1991: 49- 81). This is why (Gerard Scallon , 1988: 155) considered formative assessment as "a continuous assessment process which seeks to ensure the progress of each student in their learning journey, with the possibility of modifying educational positions or pace of learning with the aim of improving learning or to correct and address difficulties. " Therefore, it is "an integral part of the didactic strategy intervening directly at the end of the learning unit, with the aim of developing and refining it, giving a diagnostic value and a real description of the areas d errors and difficulties preventing learning. It reflects educational interest, and does not however fulfill a social or administrative function. "It informs, stimulates and provides information on performance. It "simultaneously assesses the target skill and the driving force; in order to guide the

remediation process" (Winder , 2012: 288). It allows the learner and the teacher to inform together the extent to which the objectives of the educational learning processes are achieved and thus encourage the teacher to design a vision of treatment and support (Raynal, and Rieunier , 1997). Thus answering the two recurring intermediate questions : Does the learner follow the stages of the lesson appropriately? And does the teacher take into account the conditions of the teaching performance adapted to the abilities of the learner?

As for the procedural level, "formative assessment often takes the form of a brief analytical test, taking into account the average understanding of the target group. In addition to being unexpected, its purpose is to form a clear vision, for the teacher and the learner together, on the activity that has been accomplished projecting towards the exercise or a final exam", Winder (2012 : 288). This distinction allows the learner to understand that the answer comes from knowing the pitfalls to correct errors and not to obtain a score/point. Note that these educational approaches require in-depth reflection on the conditions for applying formative assessment depending on the progress of the lesson.

4.2.1. Apply the objective of formative assessment to learning content

This application is carried out in three basic phases, defined by De ketele (1993) as follows:

- The stage of receiving information related to the development of the learner's learning and the learning difficulties that the learner faces ;
- The stage of analyzing information based on criteria in order to diagnose the source of learning difficulties.
- The stage of adaptation of educational and learning activities based on the results of previous data analysis.

It is obvious that the nature of formative assessment requires special exercises and activities, among which we mention the following:

- These may be exercises or questions (written or oral), and most often oral, depending on the time allocated to the lesson;
- Quick: Quick accomplishments must be accomplished within a specified period of lesson time;
- Instantaneous: it is not after the end of the lesson but during it. And even if it is carried out at the end of the lesson, it is always in order to guarantee the degree of ability of the learners to use the most important resources that will be adopted in the construction of the next lesson;
- Partial: it is not linked to the whole lesson, but rather to part of it.
- Clear: a precise procedural step that requires specific and precise responses, except that precision and mastery do not negate the principle of diversity of responses;
- Relevant: consistent with the objectives set by the lesson.
- Distinctive: used to measure, on the one hand, the differences between students and the difficulties of each of them, and on the other hand the differences existing between results and objectives.

It should be noted, however, that these processes respect specific methodological steps and standards and didactic procedures linked to measuring the difference between the actual level of learning and the desired level. In light of the results of the recorded differences, corrective decisions can be made, in order to reduce the distance between the result and the intended objective relating to two dimensions:

- The first concerns the teaching process, by reviewing the teaching method, its procedural method or its tools.
- The second concerns the learning process, where appropriate, rationalization, reorientation or immediate support.

Sometimes, corrective decisions can extend to disciplinary lessons to accommodate the learning content, sometimes in terms of difficulty and ease, sometimes in terms of accuracy and error, or even in terms of feasibility. The predisposition to produce boils down to the learner's ability to integrate learning to cope with different educational situations (Scallon ; and Dolbec : 1988). We present it in the following diagram:

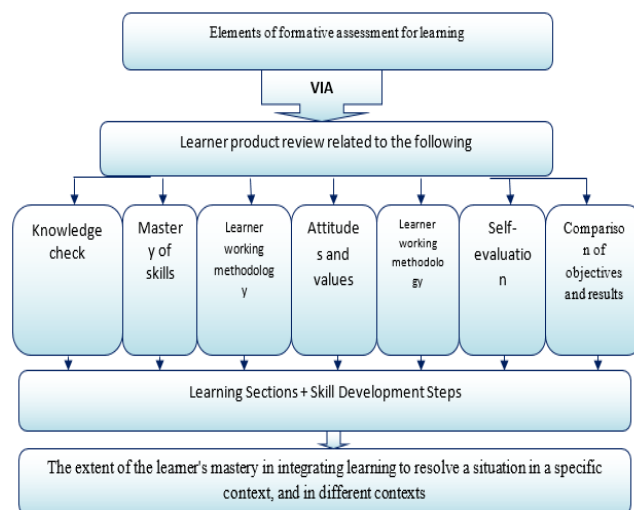


Diagram 3: Integration of formative assessment elements in the construction of learning and the development of learner competence

The diagram above specifies that the construction of the learner's knowledge occurs in parallel through the stages of development of his own competence, through teaching/learning situations associated with a formative assessment carried out in the same context. Thus, formative assessment becomes an element of knowledge reinforcement for the learner, rather than a means of measuring performance. Provided that it is complete and takes into account different and transversal levels of performance and achievement, some of which are implemented and executed explicitly (the product), and others are understood and measured implicitly (sufficiency transversal). It is specified in this sense that these are constructive and evaluative processes which guarantee the performance of the lesson (the teacher) and the success of (the learner), and pave the way for the next

stages of strengthening skills, as well as the establishment of an objective overall assessment.

Formative assessment is part of the assessment of degrees of mastery which is based on basic principles, which are specified by (Develay2013: 214-215), as follows:

- All students can learn;
learning style and pace ;

- Each teacher has a teaching style and teaching pace.

Also, the learner's mastery of a given skill is reflected by his or her ability to give the correct answers by a percentage above the average, for each criterion separately. It can be determined according to Deketele (1996: 17-36) in two thirds of the instructions associated with the evaluation of the criteria considered as the threshold of good mastery, taking into account of course the skill in question. On this basis, the lack of control of the remaining third may not only be due to the learner's inability to respond correctly, but also to the tool or transmission conditions, or to external or psychological factors.

And we conclude, from reading these principles, that formative assessment is a didactic procedure which leads to corrective breaks, allowing each learner to rectify the pitfalls at each stage of their instruction according to their needs and their pace. It is an individualized support tool within group education. Unlike the collective assessment adopted in our education system, whose class procedures reflect a single teaching and assessment rhythm, despite the existence of variable learning levels, which multiply with the multiplicity of learners.

Thus, careful monitoring of the obstacles to the success of each student makes it possible to adapt learning and its progress to the specific needs of each student. For formative evaluation to become a possible practice in class, the student can be involved in contributing to the evaluation of his or her production, following the self-correction method after having had the appropriate evaluation tools, which we can be summarized in the following:

- Determine the ultimate goal in which the students stumbled ;
- Specify the reference framework that can be used in conducting the formative evaluation;
- Prepare formative evaluation tools according to the requirements appropriate to the nature of the activities included in the construction of learning;
- The use of formative assessment tools by learners.

This path starts from the hypothesis that the lack of mastery of fundamental skills is probably due to the lack of mastery of previous acquisitions or of the tools necessary to do so.

4.3. Summative evaluation

It is an evaluation located at the end of the unit or semester, it results in a certificate of competence, success, empowerment or failure. (Legendre 1988) defines it as “a procedure aimed at judging the degree of achievement of the learning envisaged by the program, its final parts, or a group of learning segments carried out outside school. On the basis of this data, appropriate decisions could be made: transfer of the learner to a higher level or recognition of their competence in

a specific field (certificate). This evaluation is sometimes based on standardized evaluation methods, and sometimes on a criterion-referenced evaluation , adapted to the time of its application. De (Landsheere , 1988) describes it as “an evaluation which takes place at the end of a set of learning tasks, which often has the character of being global, and which involves several parties respecting the curriculum and programs.

The summative evaluation is then a global and final evaluation which provides a judgment on the academic program, on the extent to which its objectives are achieved and on the learners with or without competence in terms of success or failure at the end of the year , or at the end of a period. Therefore, “summative assessment is distinguished by the fact that its subjects focus on the final objectives, with the aim of confirming their achievement and verifying that learners have acquired the basic skills.” (Fatihi , 2004: 58). Through this type of assessment, “we put the final grades into numbers on the basis of which we rank learners in a hierarchical manner , then we rank and judge them in a final objective manner, and this is done by giving them attributes of success ” (Abd al-Hadi, 2001: 40). In this sense, these definitions summarize summative assessment in the following points:

- It takes place at the end of the educational session, and aims to monitor compliance of performance with the targeted programs;
- It presents the student's results in relation to the established list of objectives, and a detailed description of their achievements, their school career and their attitude towards the different areas of learning.
- It allows you to make decisions aimed at development;
- It is a communication tool with parents , with the student and with the establishment.

The results can be invested in diagnosing the advantages and disadvantages of the school program

5. The functions of educational evaluation

General functions of educational assessment that differ from the goals and objectives of the educational program are ignored. They adapt to those of diagnostic, formative and summative assessments according to the data and variables imposed by the teaching/learning process .

In this context, and in the exposition of the response of (Cardinet , 1988: 14) to the question "Why evaluation? ", He identified four basic functions which are limited to: improving procedures related to learning , inform the student, teacher and family of the progress made leading to an improvement in the quality of education on time.

It should be noted that these global functions do not reflect the quality of the evaluation adopted, its specificities, the time allocated to it or the targeted group. This is how (De ketele , 2013) rectifies this model by distinguishing three main functions of evaluation, which are: the certification function (success, failure), the formative function (development of learning) and the directive function (preparation new knowledge). He also adds the need to distinguish the

evaluation paths of which there are three (De ketele , 2013: 59-80):

- The summative route, determined by adding the average score / points obtained;
- positive paths ;

- The interpretative path, determined by giving meaning to a set of quantitative indicators.

These functions identified by “De ketele ” do not differ from those identified by (Roegiers , X., 2002) in his studies relating to the skills specified in three main missions:

learning orientation function : it aims to identify the learner's previous acquisitions in order to promote them as essential to the construction of new learning.

- The regulatory function: it is linked to the remediation of learning.

Certification, on the other hand, is linked to academic results and provides proof of qualifications.

Based on these models “ cardinet ”, “De ketele ” and “ Rogiers ”, and others (see: “ Winder , 2012), we conclude that the most important functions of educational assessment are to be a diagnostic tool for the adequacy of programs with the specificities of the target group and to make a prognosis of the elements of strength and weakness in the teacher and in the learner, so that "the evaluation is transformed into feedback, allowing it is up to the teacher to know the degree of adequacy of the material and methods to the academic level and abilities of the students so that he can develop and adapt them to become more appropriate and more effective” (Al-Darij, 1989: 86) ; starting with an examination of the objectives according to the available capacities, passing through an examination of the selection of the appropriate content, choosing the appropriate learning activities and ending with the diversification of the forms of the didactic act so as to take into account the level of the learner and his particularities.

We base ourselves on the above to make a comparison between the functions of the three types of educational evaluation: (diagnostic, formative and summative) in order to draw the boundaries between them through the following table:

Table 1: Comparison between the functions and objectives of the types of educational assessment (diagnostic, formative and summative) (Dahdi and Lunas.2017: 122 AD).

Comparison criterion	Diagnostic Evaluation	Formative assessment	Summative evaluation
Goals	<ul style="list-style-type: none"> - Detect difficulties -Detect disparities between learners -Know the learner's prerequisites -Ensure opportunities for new learning 	<ul style="list-style-type: none"> -Evaluate acquisitions and discover immediate and persistent difficulties - Adapt educational activities and modify them according to new available data - Provide feedback and prepare to construct a support plan - A process that achieves intermediate objectives - Rebalance and bring the level of learners closer together. 	<ul style="list-style-type: none"> - Verification of the learner's acquisitions - Validation of the acquisition of learning - Learner ranking : pass/fail, competent/incompetent, first, second, third... - Decision making : transfer - granting of a certificate ... - The degree of mastery of skills - Achieve objectives and compare them to results.
Timing of assessment	- The beginning of any educational learning process	During learning	- At the end of a course, a training unit or a school year.

functions	The orientation function: -Diagnose deficits -Categorize learners according to the type of difficulty - Plan an educational measure based on the results of the diagnosis.	The remediation function : monitoring the learning process - know the effectiveness of the teaching method adopted and the means of its implementation - know the degree of suitability of contents and activities for the target group - correct the mistakes - modify learning based on new data - propose a plan to support learning	The validation function : -Develop quantitative and qualitative assessments to judge learner performance - check to what extent the final objectives are achieved and the basic skills are acquired . - make the decision of success or failure.
Assessment tool	-written and oral exercises/interviews - questionnaire - complex remediation situations.	- Direct questions - simple or compound remediation situations - Various oral activities to assess knowledge and skills.	- Complex evaluation situations.
Investment in results	-Individual/group support -Review the teaching-learning processes	-Modification of educational performance processes - Adjustment of the pace of education - Prepare a support plan	-Comparison of results with objectives - Validation - Decision making - Judging success, failure or mastery
Decisions taken	-Planning support and feedback strategy	-Adaptation or modification of educational activities based on new data.	-Judgment on mastery of target skills - Deciding whether to pass or fail.

The analysis of the table above asserts that all functions have a direct relationship with three essential questions:

- 1- The function linked to the type of evaluation and its objective;
- 2 - The function linked to the nature of the resulting decisions.
- 3- Consider evaluation situations as an essential tool in all functions of educational evaluation.

As for the objectives, they are numerous and evolve depending on the type and objectives of the evaluation and are defined as:

objectives : aimed at diagnosing the learner's potential, their mental and psychological abilities and their first representations on learning issues. Where “evaluation based on the needs of teachers is subject to a rhythm that goes through two stages: the first consists of diagnosing learning difficulties, and the second consists of deepening the study and analysis to find the explanatory reasons for the difficulties and the resulting learning deficiencies” (Fatihi , 2004: 53-54). This makes it possible to categorize learners according to their specific needs and characteristics.

- Formative objectives: according to which the evaluation is simultaneously a teaching, learning and evaluation tool. Because this form of assessment aims to encourage the learner to rethink their previous acquisitions in order to move on to subsequent knowledge in a safe manner. It is also an opportunity for the teacher to review their teaching performance.
- Objectives related to orientation: Assessment based on this is a tool to judge the learner's preferences and aspects of their mastery of skills, in order to direct them towards the area where they excel. Evaluation, in this sense, is based on a set of methods such as rewards for intelligence, knowledge or special abilities.
- Objectives linked to motivation : where “evaluation, through the data it provides to students, plays two fundamental roles: the role of observation, and the role of motivation in order to encourage the learning subject to provide more effort to achieve the objectives set in the lesson or at the end of the didactic unit” (Fatihi , 2004: 54). Undeniably , learning is conditioned by motivation, in the absence of self-motivation in the learner we are often forced to compensate for it by artificial/external motivation, such as the grade, success or failure. Therefore, assessment can sometimes be used to create artificial motivation to ensure the effective functioning of the act of learning. It is quite natural that an artificial impulse can only lead to formal and temporary learning.
- Objectives related to selection and classification : evaluation according to this parameter is a method of selection and classification, in which evaluation is the means that allows the selection of those with the highest degrees of required capabilities.
- Objectives linked to the achievement of objectives: where achieving the objective is the basic criterion, particularly in the procedural approach which emphasizes the necessity of the objectives to be achieved.
- Objectives linked to the granting of a certificate: mainly linked to the overall assessment. This is the ability to evaluate the learner's performance in order to issue a certificate or

diploma. In this context, Fatihi (2004: 58: adapted) notes that "total assessment is focused on the final objectives, with the aim of confirming their achievement and verifying that learners have acquired the basic skills." Note, however, that there is the possibility of multiple objectives within the same evaluation process.

As for the differences identified, they relate to the time of the evaluation, the objectives and the functions. It is evident that this difference influences educational decisions and outcomes. However, this does not deny the presence of points of intersection between the different functions. If the guidance function in diagnostic assessment is to guide the learner through targeted activities in order to overcome difficulties and reach the required level while taking into account their abilities and the level of their impairments, then this function is shared by formative assessment. Likewise, when we carry out an overall assessment of the student's skills and direct them towards specific studies, discipline or course.

As for the modification function which consists of investing both the errors of learners and those of teachers, to formulate a plan for remediation of learning defects. It is a task that is mainly linked to formative assessment, because the modification function is oriented towards the correction of the educational process of learning. Therefore, given the importance of the review function, formative assessment is considered a pillar of the educational process.

Let us remember here that building a treatment plan requires analyzing errors and classifying them according to their type, nature, causes and frequency. It is also recommended to specify the processing method and apply it to the groups of needs.

In short, the purpose of evaluation is the factor that determines its type and function. When we discuss the skills acquired by the learner him/her pace of learning, we refer to the diagnostic assessment marked by the directive function. Also when we discover the difficulties encountered in the learning process, we apply the mechanisms of formative evaluation. But by comparing the objectives with the final results, we evoke the tools of summative evaluation.

Conclusion

Knowledge of the dimensions of the three types of evaluation: diagnostic, formative, summative evaluation and the distinction between their functions is a fundamental step to construct relevant evaluation strategies. Something that makes evaluation a tool for constructing and developing teaching and learning, rather than a simple measurement tool. In addition, knowledge of the functions of assessment types, their limits, levels of integration and points of difference is a fundamental step towards applying a rational educational measure, and thus proposing activities adapted to the tasks assigned. These tasks differ, of course, depending on the different objectives, management time and the nature of the decisions to be made. Provided that the evaluation strategy is continuous, gradual and integrated. And this integration is embodied in the decision-making of the diagnostic

evaluation, which ends with the development of a strategy for fixing learning and a group or individual treatment whose aim is to relaunch the implementation level of knowledge and skills, then invest the formative evaluation function in the adaptation of activities according to new data, for the adaptation of teaching and learning, to conclude with a judgment on the degree of achievement of the desired skills according to the criteria of the summative evaluation.

We are therefore faced with a complex evaluation method, which seeks to achieve a multidimensional aspect which seeks to measure various aspects of the learner's personality (cognition, competence, feelings and attitudes), and to precisely define the criteria and the indicators in order to be able, in their light, to judge the learning results in their entirety while ensuring that the tools and measures that will be used to evaluate are prepared. Here the role of evaluating situations comes into play, including the problem situation whose elements and mechanisms allow the application of an evaluation of the instructions in the service of multiple objectives, but above all to push the learner to use knowledge, skills and techniques that reflect one's ability to produce and relate acquired resources. However, the question requires a precise formulation of the problem situation. In addition to the elements mentioned above, it recalls the rest of the conditions, notably the clarity of the task required and its ability to be accomplished by the learner through detailed instructions.

The situation is also fertile ground for employing differentiated assessment strategies, based on taking into account the supposed individual differences between learners, those which are not limited to levels of knowledge, but rather to learning paths, degrees of achievement, the ability to remember, and other cognitive and psychological abilities. This requires building a multidimensional educational assessment strategy compatible with the learner's abilities and skills.

This means that the assessment process goes beyond the level of direct questions, independent exercises and test formulas based on memorization and retrieval. The current trend is directed towards the evaluation of competence in its functional dimension, taking into account the fact that "the evaluation of competence is above all an evaluation of the ability to carry out activities and tasks, rather than the limited to the evaluation of the content" (Haji, 2005: 65). That said, evaluation is a factor in anchoring learning throughout the teaching/learning process.

Finally, we note as practitioners in the field of educational training that the evaluation currently applied remains far from touching the three dimensions of learning: knowledge, skills and attitudes. We do not claim either that the proposed scenario is a final solution to the problems of evaluation, because the suggestions presented do not go beyond the hypothetical stage with cognitive reference, all based on the link between the management of instructions and their evaluation, on the evocation of the teaching/learning context, on the evaluation of lessons, skills and attitudes.

However, we presume to apply these theoretical foundations and adapt them, during an empirical experiment,

to the Moroccan context in order to contribute to the annihilation of the forms of random evaluation currently practiced.

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