

APPRECIATION ESSENTIAL STEP IN THE PROCESS OF FORMATIVE EVALUATION OF STUDENTS

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Abstract: Formative assessment is a current issue in didactic design in university education. Often, formative assessment process is limited to measuring the learning outcomes of students, the emphasis being placed only on quantifying the data. In order to improving learning is necessary to approach the formative evaluation as a unitary process of measurement, feedback and appreciation. Recent studies in the field of psycho-pedagogy highlight the appreciation as a process of search, discovery, identification of the possibilities and potentials of the students and their enhancing in the teaching-learning process. Through the prism of constructivism, appreciation in formative assessment supposes both the correction of the errors in the learning process, the analysis of the learning difficulties, as well as the valorization of positive aspects of each student. In the conditions of the transition from teacher-centered to student-centered education, appreciation is a bilateral process, both educational actors being involved in achieving success.

Keywords: Formative Assessment, Appreciation, Feedback, Learning, Mastery Learning.

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