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Abstract

Education is the key to resolve every professional, personal and social issue among people. Having proper and higher education doesn't mean achieving certificates, but being civilized people with an opinion, thinkers and decision makers within a given situation. One of the most preferable aspects for measuring students' knowledge is the assessment. The assessment helps professors to gather and analyze data to determine students' progress and improvement.

The definition of quality education is a very complex issue. One commonly used definition is that quality education is the one that meets the educational (developmental) needs of its users, or education that is tailored to the users. It is difficult to measure because there are many factors affecting it. Therefore it cannot be defined uniquely and as independent from the educational environment. The results themselves are not a sufficient indicator of the quality achieved. The assessment of the achieved level of quality in education should be based on comparing the achievements in a given situation to the previously set goals and standards. As one of the manners of monitoring and evaluation of the work of schools is through external evaluation which aims to provide a high degree of objectivity, this paper presents a review of some of the ways of external assessment that are being applied in the educational institutions in the Republic of Macedonia.

Key words: *Education, knowledge, evaluation, assessment*

Abstrakti

Arsimi është çelësi për të zgjidhur çdo çështje profesionale, personale dhe sociale në mesin e njerëzve. Arsimi i duhur dhe i lartë nuk nënkupton arritjen e certifikatave, por duke u civilizuar njerëzit me mendim, mendimtarë dhe vendimmarrës brenda një situate të caktuar. Një nga aspektet më të preferuara për matjen e njohurive të nxënësve është vlerësimi. Vlerësimi ndihmon profesorët për të mbledhur dhe analizuar të dhënat për të përcaktuar përparimin dhe përmirësimin e nxënësve.

Përkufizimi i arsimit cilësor është një çështje shumë komplekse. Një përkufizim i përdorur zakonisht është se arsimi cilësor është ai që plotëson nevojat arsimore (zhvillimore) të përdoruesve të tij, ose arsimimi i përshtatur për përdoruesit. Është e vështirë të matet, sepse ka shumë faktorë që ndikojnë në të. Prandaj nuk mund të përcaktohet në mënyrë unike dhe si e pavarur nga mjedisi arsimor. Vetë rezultatet nuk janë tregues i mjaftueshëm i cilësisë së arritur. Vlerësimi i nivelit të arritur të cilësisë në arsim duhet të bazohet në krahasimin e arritjeve në një situatë të caktuar me qëllimet dhe standardet e përcaktuara më parë. Si një nga mënyrat e monitorimit dhe vlerësimit të punës së shkollave është përmes vlerësimit të jashtëm që synon të sigurojë një shkallë të lartë të objektivitetit, ky punim paraqet një rishikim të disa prej mënyrave të vlerësimit të jashtëm që po zbatohen në institucionet arsimore në Republika e Maqedonisë.

Fjalët kyçe: *Edukimi, njohuritë, evaluimi, vlerësimi*

CHAPTER 1: Research field

1. Research field

There are different types of assessment in the learning processes which are meant to help the professors with following the students' progress and also, help the students with adapting their learning strategies and methods during their academic year. It is useful for students because they will have consistent guidance and know where they should focus more on, whereas professors can assist them in building their future by giving them proper knowledge. "Assessment for learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there" (Assessment Reform Group, 2002)(as cited in Knight, 2008. The Assessment for Learning Strategies, para. 1). Moreover, according to MCISD (2015), there are three types of assessment.

Formative assessment, where students are examined frequently, and they get their feedback almost immediately. This way of examination empowers the professor to monitor and observe the students' improvement. Interim assessments are examinations taken on a larger period of time. They are more formal than the formative and the professors have an opportunity to analyze students' understanding in the farther learning. The last one is summative assessment which is a lot different from the previous above. This assessment is intended for the end of the academic semester or year. However, there is an external testing designed for the professors, although it is students' duty to answer questions and get a feedback for the same one. Students have no right to be reevaluated once the feedback or the grade has been completed. In this research I will focus on the formative and external (summative) assessment. By analyzing their differences I will come to conclusion which one is more appropriate to be used as a measurement for the students' knowledge.

1.1. External and Internal Assessment

Nowadays, education is strictly requested by any means in this globalized world. Our Bachelor Degree is a free-ticket to building our future. In contemplation of having a successful

future, students need to have wide knowledge. By wide knowledge it doesn't mean that students must know only the academic material taught in school, it means extended knowledge in every field; education, lifestyle, street intelligence etc. Being a solid student means they get to choose from a lot of different opportunities and avoid being chosen by them. Professors' job is to identify the students with higher motivation or potential for a greater improvement and inspire the weaker ones and encourage them for advancement and enhancement, and after this lead them to be excellent candidates for moving forward with a bright future ahead of them. Professors can distinguish that among students by giving them different types of exams or in other words through assessments.

There are two important types of assessment: External and Internal. In this thesis I will elaborate the differences between these types of assessment and highlight the best characteristics of each of them. I will analyze the productivity among the students using these assessments and later, point out which of them is better to be used as a measurement for their knowledge in the educational system.

Qualitative education and human capital represent a crucial condition for ensuring sustainable economic and social development. Therefore, in the Republic of Macedonia, in all these years since its independence to date, reforms in the education sector are constantly ongoing or efforts are made and invested in continuity in order to improve the quality of education as well as the level of knowledge and skills in students. Among the many reforms implemented in recent years, such as "Improving Teacher Skills to Use Technology in Teaching", Cambridge System, Informed Parents (Electoral Diary), "State Matura", here are also attached "External Check of Successful Students' Success," commonly known as "External Testing or External Assessment". The general impression is that the delivery of reform projects is regular and continuous, but it still needs to maintain the continuity of the processes that have started, as well as improving consistency and coherence between the various education reforms. The need to introduce external testing in primary and secondary education has been documented and documented in the National Program for the Development of Education in the Republic of Macedonia, where among others, the topic is mentioned subjectivism in the evaluation of teachers, as well as the tendency of growth (ever and more pronounced) in the percentage of excellent students in recent years:

1. As an additional reason highlights the poor score of the Macedonian students in PISA (Program for International Student Assessment) of 2000, Macedonia ranked among the most poor test scores from the fields of natural sciences, math, and reading comprehension.
2. The introduction and application of external testing are very present in social discourse, mainly among the main actors, students, teachers and parents. Despite differing views on external testing policy, however, there is a point of connection between all contradictory views, and this is consensus on the need for such an instrument to exist. It is this consensus that exemplifies the external testing that resulted in the form of discussion and the manner in which it will be implemented in order to increase the effects and not just the need for this instrument. In this regard, the evaluation of external testing should only be seen through the prism of how much and contributes to improving education and addressing the existing weaknesses.

External assessment is a well-known concept among educational policy holders, but also in the literature where we can see the rise of authors and scholars who in their publications are the central focus of questions about the issue of external assessment. The external assessment concept is defined mainly by two important features: first, it has the aspect of external assessment ie the existence of an external and independent institution that controls, monitors and / or analyzes the assessment results in order to ensure accountability and improvement of quality; while the second feature relates to the actual assessment (testing) of the acquired knowledge and skills of the students. The lack of a unified term or generally accepted global concept has led to different terms used for this concept, and all refer to the same thing, ie external testing. For this reason, in the literature we often encounter the terms "assessment" and "evaluation" (assessment) and the same are frequently used unchanged. However, literature distinguishes between these two terms. Sketching refers to the decision-making process, the collection and identification of evidence-based conditions and evidence of achievement of student learning goals and includes student testing within the classroom, through internal or external assessment. On the other hand, evaluation is used for decision-making, collection and decision-making on systems, programs, materials, procedures and processes (Harlen, 2007, OECD 2010). Despite the distinction between "rating" and "evaluation," there is a difference between "summative assessment" and "formative assessment" in literature. Namely, through summative evaluation is measured what

students have learned or did not learn after the end of a given school year or half-year; while formative assessment applies to regular and interactive assessment of student progress throughout the year, with a view to identifying learning needs, i.e. adaptation of teaching (OECD, 2010: 7). In other words, summative assessment involves the use of standardized tests, and to verify students' knowledge, their promotion, but also the provision of responsibilities to teachers and schools for quality education. On the other hand, formative assessment is the result of the relationship between students and teachers within the class throughout the school year.

It can be concluded that external assessment generally has a summation character completely ignoring the formative assessment aspect. This is in fact the greatest weakness of external assessment since the assessment must take into account both aspects discussed above, the OECD as an organization that works extensively in the field of education, in its analyzes and reports indicates the need to recognize two assessment or grading functions: summarizing and formative.

According to the OECD, student assessment generally includes standardized national assessments for the purpose of external diagnosis and monitoring and evaluation, especially in terms of student assessment for secondary education certification. At school level, student assessment plays a key role in informing schools and teachers about individual student achievements through summary and formative evaluations (OECD, 2013: 87).

Regarding how the test results are used, high-stakes testing and low-stakes testing, terms accepted and previously used in the United States are highlighted. What distinguishes high-quality testing from low-impact testing is not the form, the way the test is designed, but its function in terms of how the results are used. For example, if the test results are used to determine the important result at the end, such as whether a student will receive a certificate for finishing high school, the test is considered a high-level test. Unlike this, low importance tests usually do not bring significant implications for results of a consultative nature and serve only for personal use and self-assessment by the student and / or the teacher. Within this division, external testing can be characterized as "testing of high importance, whereas, for example, the grade obtained influences the student's average grade, ie the possibility of their promotion and enrollment at the highest levels of education.

On the other hand, the "high importance" of external testing for teacher's results in the possibility of their appreciation and / or punishment, depending on the results achieved. Given

the consequences of "tests of high importance", special importance is the recognition of so-called "random factors" that are out of control, but which may affect the test score and cause consequences (no) rights for students or teachers.

It is unmistakable that the use of external evaluation in education is on the rise or improving, which according to the OECD analysis is due to several factors: increasing the need for efficiency, equity and quality in education to meet the economic and social challenges; the tendency towards greater autonomy of schools, which promotes the need for adequate monitoring of school performance; the overhaul of information technology that contributes to the development of different forms of student swapping, thereby facilitating the collection, sharing and data management; I know about concrete results from the evaluation carried out in the context of making decisions based on evidence (OECD, 2010: 1)

External testing as a pilot project was implemented on a given sample in the 2010/2011 school year on Macedonian territory, while in 2011/ 2012, full-time primary and secondary school students were accepted.

Temporarily, the external examination of the achievements of the sixth to the ninth grade students from the first to the third is accomplished at the end of each school year, for which the State Examination Center provides the application with test evidence which students will be able to exercise. Examination tests are compiled by the State Examination Center, as a proposal by the Education Development Bureau. External assessment of students' achievements is done in two subject courses, in accordance with the curriculum, and is based on the overall schedule drawn up by the State Examination Center, with proposal from the Education Development Bureau, in addition to the subjects to which students acquire skills.

The results obtained by external testing are written in separate venues and are a key criterion for enrolling students in secondary or higher education. In the first plan when declaring the results of external evaluation and the success of students is the assessment of the objectivity and professionalism of the teacher during the assessment of the acquired knowledge of the students. Teachers' assessment is done by comparing student achievements in a particular subject, for which the State Examination Center prepares a general report, with the results of the external testing implementation to measure students' knowledge of achievement.

With the help of a special methodology, the difference between grades received by teachers and those from external testing is confirmed, and depending on how large deviations or

differences are foreseen sanctions or penalties (for larger deviations), namely gratitude for teachers grades of which do not differ from external testing grades. This means that each teacher collects total deviations, while the State Examination Center prepares a list rank for the deviations of all teachers in the country. Based on that list, to 20% of the teachers with the lowest deviations, the monthly salary increased by 15%, and to 20% of the teachers with the highest attendance or differences (two grades) will be punished with the reduction of salaries for the next year by 15% and professional assistance from the Education Development Bureau will be provided. If the teacher enters the group of 20% of teachers with smaller deviations for three consecutive years, then advancement in the workplace is anticipated, but the case (three consecutive years in the 20% group of teachers with the greatest deviation) will result in termination of employment.

Here, we would particularly emphasize that even though the above provisions that lead to punishment, namely to the gratitude of teachers, have valid legal value, yet their application has been postponed several times with the relevant legal changes.

External control consists of a test which is composed of 30 questions and electronically, where more answers are provided. This fulfills the standards for testing designed to control memory, but leaves behind techniques for controlling the skills and skills for applying the acquired knowledge. In addition, questions are first published on the State Examinations Center's website three days before the award. With this, somehow there is some sort of reconciliation between high-performing students and those with lesser success, as it is left a great opener to "materialize" and gain a grade high even to the weaker students, which initiates in masked subjectivity in external self-assessment.

Teachers always try to leave average grades on the pretext that they will not be punished in the future. Without speculation, this would mean deviation from the grade set by the teacher, hence, in order to protect them, the teachers insist on putting average grades that reduce the deviation and avoid the possible punishment. The technical aspect of organizing the test often faces with problems such as the fall of the electronic system, software releases where questions are repeated, non-logical questions, delay with the test, etc.

External Assessment in Secondary Schools since 2008 the monitoring and checking of the progress and achieving of the students' success in the Republic of Macedonia is done by internal

and external assessment. According to the Law of Secondary School Education the student is obliged to be checked and assessed for his/her school improvement.

Internal grading of the students' success is continuously done by their teachers according to standards determined by the Minister of Education and Science proposed by the Department of the Educational Development and Centre of Vocational Education and Training. Internal assessment, or curriculum – embedded assessment, evaluates what students do when they are in the classroom. Internal assessment is a crucial part of the instruction process in art and aids teachers, students and parents in evaluating student progress. Internal assessment illustrates aspects of student progress that are not typically evaluated in external assessment. Internal assessment also serves as a basis for professional development. Teachers who analyze to work of their students will see trends in student performance that may be related to instruction.

CHAPTER 2: Evaluating learning processes

2. Evaluating learning processes

The main purpose in evaluating learning processes (or formative assessment) is to support the students individually. Thus, the efficiency of teaching is improved. Instead of to fight the symptoms, examine the hidden reasons of learning difficulties and they are treated (these reasons may be cognitive or emotional). Errors do not analyzed but corrected. In this way, a student's ideas and mentality can understood and based on a deliberate and purposeful way. Difficulties need to discuss together with the student and can be dealt with using measures or assignments special support. Analyzing the source of errors, students should not fit superficially, nor to feel at the mercy of their hardships. Instead, they learn how to develop individual strategies to deal with their problems.

From this point of view, successful learning means a continuous course of the process learning and action by both parties - both by the teacher and by the student -and not merely looking for the best methods. Opportunities for evaluating learning processes:

- Observations;
- Small daily tests;
- Tests after a long working phase.

Tests that evaluate learning processes act as an indicator of the teaching process and learning. They enable students and teachers to control the level of achievement. Deficiencies and uncertainties can be filled and supplemented with additional tasks.

Testing Opportunities:

- Observing the students while they settle a task;
- Careful examination and analysis of completed tasks;
- Individual conversations about completed tasks;
- Conducting questions about how to solve the problem;
- Short tests.

In addition to observations and conversations about how to work in tasks and about resources mistakes also give rise to individual goals that students put themselves. These goals can be placed by the teacher or in collaboration with him. The consequence that accompanies this type of assessment is the shift towards:

- Goal-oriented learning, instead of simple learning according to content;
- Individualized teaching instead of learning where everyone is working for the same job.

CHAPTER 3: Assessment of Learning Outcomes

3. Assessment of Learning Outcomes

Assessment of learning achievements \ (or summative evaluation) provides one assessment of student achievement. It summarizes all the acquired knowledge and competences. It acts as a feedback instrument for parents, students and teachers. It can be the basis of a goal-oriented support.

These types of assessment are used after long learning units through observations and tests. They inform you through various treatments for the extent to which students have achieved different objectives. Examples of assessment of learning achievements are all kinds of tests that control the accumulated knowledge of students or competences in a particular part of the subject for a certain period of time (for example, couples for democracy, math tests, vocabulary tests, social studies tests). Evaluation of learning achievements are used in schools, in all subjects. Although they are needed for student grades and provide the teacher with specific information about the progress of general students, they also carry different problems.

Grades are used as an information tool. With regard to the grades there are some outstanding problems yet:

- Different teachers value the same achievement in different ways. The rating is not objective. From this point of view, there is no importance to the subject in which the student is evaluated. A test mathematics would be equally appreciated by different teachers as well as a story with writing. Thus, assessment is strongly influenced by the teacher who values them. This can be one issue of trust for a student and his individual career in future school, in which class and with which teacher he or she attends school time. It can be said that the objectivity of assessment is not completed as a criterion.
- A teacher tends to evaluate the same job as a student in different ways in time different. Evaluation is not trustworthy. No matter which subject is object to assessment, a teacher will evaluate in different ways at different times.
- It is not clearly defined what is expressed through a note (skills, competencies, knowledge, attitudes?)

When teachers use grades in evaluating their achievement they integrate different aspects into the given grade, such as: effective achievements in the semester passed, assessed ability of achievement, progress in learning or deterioration in compared to the average grade motivation, as well as disciplinary aspects. It is very it is difficult for the student to find out what the grade is. Usually, students do not know about the different assessment strategies of their teachers. Content can be multidimensional and space for interpretation can be great. Taking into consideration different grades functions in our society such as: qualification, selection and the distribution, the interpretation of grades becomes even more complicated. It can be said that the criterion of validity is not fulfilled. For most of the above functions, grades according to one Assessment of Learning Outcomes are not useful indicators for the upcoming school either success in professional studies.

- The common practice of grades according to an assessment of learning outcomes has consequences important and unwanted: giving grades within a class, according to a distribution normal, leads even more towards failure experiences for schools with weaker students on the academic side. Because of the few places, after a normal distribution, the good places and very good are reserved for the same students; the same students will remain always on the other side of the line. Even if they improve their academic achievement they again will continue to remain behind the list. Therefore, ranking the students according to the level of their achievements, assessed within the classroom, will only lead to demotivation and loss because the situation remains unchanged, especially for the weakest ones.
- Grades are not applicable in situations or for certain phenomena: it may be simple in subjects like maths to arrive at a correct or wrong answer, but this is done difficult in art subjects or in any other creative learning area as well as in them language. This is due to the lack or uncertainty of the criteria for evaluation and for due to the fact that different subjects require different skills or competencies. In EDC / HRE discussing different forms of solving a problem can lead to ideas very creative or innovative, while in other subjects only one answer can be taken as well correct. So, there is a risk that the grades and the desire to be able to decide.
- Grades for arithmetic are mathematically invalid: ideally, grades cannot be more than approximate estimates for an approximate number of students inside class. In this regard,

even very accurate mathematical methods cannot serve as a means of improving this situation

- Calculation of the average of a note, by adding different grades and dividing it again by the number of grades given, in surface mode can only serve as an additional source of assessment security. It may also depend on the time that grade is set. A student who starts the semester with a very low grade and improves over time should be evaluated unlike another student, whose grades deteriorate during the semester. Although the accrued average may be the same, the status of achievements and the progress of learning of these two students are not equal.

After the abovementioned problems, the assessment of learning achievements should not be the only one a way of collecting information about student achievements in EDC / HRE. Also the competences and skills acquired by students should be measured by applying the formative assessment methods.

CHAPTER 4: Meaning of evaluation

4. Meaning of evaluation

Evaluation is the last step of every process. In education it is an integral part of the curriculum. The teacher makes frequent evaluations of pupils' work. This is indispensable for him. He has to know where he is to find out where to go. The evaluation and re-evaluation of the situation for teaching and learning is a matter of knowledge control. It has to do with the conclusion of the results of the behavioral dissolution of intellectual, cognitive, emotional behavior in accordance with the learning objectives that are measurable.

- Teaching requires assessments the school is for learning and control helps learning. The essence of the current system of assessment is oral and written control (the traditional system), which has its own positive and negative sides.
- The most damaging consequences of the traditional system are: it allows teachers a wide range of produces negative emotional state of the student, such as: fear, anxiety, stress etc.

Allows students to be undeserved evaluations. It fails to define what is learned and what is not yet learned by the pupils.

4.1. Why do evaluations take place?

The main purpose of knowledge control, characterized by measurement and evaluation, is that:

- a. Teachers give the information they need to know what the pupils have learned and what they should do next.
- b. Provide students with the information they need to benefit from successes, inaccuracies or failures.
- c. Assists teachers to understand the students, their skills and needs.
- d. It is important to motivate pupils.

- e. Provides information to digest (parents etc). So the assessment provides the information necessary for what the learner is learning and how it can go in the future.

So to diagnose, to make predictions, to separate gaps, and to avoid gaps. The rating is authoritative. Inadequate teachers give importance to notes, while the learners give importance to systematically learning and the deserved relative appraisal. Evaluation often stimulates and stimulates the learner to learn.

The criteria that teachers value

- Assessments are made for important information.
- The assessments are grounded.
- Assessments allow accurate interpretations.
- The assessments are based on consistent and unique criteria (what helps to make comparisons).
- Reviews to be dense

Factors affecting the assessment

1. Teacher-pupil bundles.
2. The general improvement of the pupils
3. Past grades of pupils.
4. Pupil's behavior in the classroom.
5. Social Issues of Pupils' Parents
6. The terms in which the appraisal and the spiritual condition of the teacher are carried out.

4.2. Evaluation stages

Evaluation takes place over three stages:

Control. It has to do with the conclusion of the learning outcomes, is expressed in different norms and is realized in every teaching cast. He asks: What did he (did) and what did the pupils not know (could not).

Measurement. What was checked should be measured. The pupil needs to know the results of the check. This measurement is done by the teacher. It is expressed in simple points, percentages or simple evidences, formulated with speed, distinctive marks, and so on.

Evaluation- implies the establishment of a judgment value, quantitative or qualitative, based on the measurement. This is done by the teacher with notes or expressions. If the contrast is made throughout the classroom hours, the measurement, which is often inseparable from the evaluation, is made at a specified stage. Not every control is accompanied by measurement and evaluation.

4.3. Types of assessment

1. Former
2. Diagnostic
3. Summary
4. Motivational

4.3.1. Former:

It aims to emphasize the achievement of the learner during the process of knowledge formation and on this basis further planning is made. Helps in the progress of pupils. Students are made clear what they have achieved and are able to do. Co-operation and mutual communication between the teacher and the student is important.

4.3.2. Diagnostic:

Diagnostic evaluation is mainly done for particular aspects of student acquisition of knowledge. Here we can make a parallel with the doctor's visit. To heal the disease, the doctor must first diagnose the disease.

- Provide information on the effectiveness of post-study learning
- Information can be used to determine the way of action in the second phase of learning, based on the judgment of what the learner has learned and not learn

- The purpose is to find out why something has not been done. To make diagnostic assessment, closed questions and open questions can be used successfully, giving priority to high-level questions.

4.3.3. Summary:

The summary evaluation is done at the end of a certain number, units, tasks or chapters or at the end of a certain period of time, such as end of semester or year.

Formative or diagnostic evaluation prepares that summary. This is done in full compliance with the learning objectives. The most widespread form of it is testing. Conforms to requests or questions of various types formulated by the teacher.

4.3.4. Motivational:

Motivational assessment is intended to stimulate the pupils' interest and desire to continue. If it sets clear and clear objectives for a learning unit or broader, the learner can see his achievement, it is a pleasure and a boost to the desire for more progress.

CHAPTER 5: The role of the teachers in the evaluation

5. The role of the teachers in the evaluation

All the above assessments are made by the teacher. Before the teacher is asked: When one or more students evaluate with a mouth or in writing, what should others do? They can listen to it and make it a repetition to them or they can perform individual assignments to work in pairs or groups, making evidence for control.

The role of the teacher in such control has now changed. All kinds of assessments are made in class as a normal part of teaching activity.

All the activities in today's teaching form self-evaluation form. Teacher to keep in mind the need to integrate assessment with the teaching and learning process.

To determine the assessment that the teacher will use, he or she guides the following questions:

- Why will I make the assessment?
- What will it use for the results?
- What are the most important things to look for?
- What can you achieve through the assessment?
- In which area will the evaluation be carried out?
- What will I evaluate?

On the other hand, external assessment is done at the end of the school year, except for the IV year students whose external assessment is done after the end of the first half of the school year till February. External assessment is done by a school commission consisting of: the principal, expert associate and three teachers from the school. The way of forming and working of the school commission, the privacy of the material for external assessment, the way and the procedure of the tests by the school commission, form and the content of the report- all these are prescribed by the Minister of Education and Science and proposed by the State Examination Centre. External assessment of the students' results is done by means of tests prepared by the State Examination Centre proposed by the Department of the educational development and Centre of Vocational education and training.

External assessment is a test regulation for examining professors' objectivity while grading students' achievements and learning success. After receiving the feedback, their summative and formative grades are compared with the external grades. Getting identical or similar result from the both assessments prove that professors' grades are valid and consistent. If the results differentiate with a larger disparity, there will be punishable measures for the professors as for the students their external grade maintains as one of their final grade.

The role of a teacher is to use classroom instruction and presentations to help students learn and apply concepts such as math, English, and science. Teachers prepare lessons, grade papers, manage the classroom, meet with parents, and work closely with school staff.

However, being a teacher is much more than just executing lesson plans. In today's world, teaching is a multifaceted profession; teachers often carry the roles of a surrogate parent, class disciplinarian, mentor, counselor, bookkeeper, role model, planner, and many other related roles. Elementary school teachers play an important role in the development of students. What students learn in their formative years can shape the men and women they will become.

The role of a teachers is clearly more than just planning and executing lesson plans. In some senses, because the teacher spends so much time with the students, she or he can become the student's third parent. Teachers can be a constant positive role model for their students, particularly for children that lack a solid family foundation.

Of course, the teacher's role as a semi-parent depends to a large extent on the age and grade of the children they teach. The kindergarten teacher develops basic skills in her children that are necessary to excel and progress to the next year, while a teacher in the intermediate grades teaches specific information about a particular subject.

Teachers' roles today are considerably different than they used to be. Teachers were once issued a specific curriculum to teach, and a set of instructions on how to teach it, using the same methods for all students. In today's world, a teacher's role is quite multifaceted. Their job is to counsel students, help them learn how to use their knowledge and integrate it into their lives so they will become valuable members of society. Teachers are encouraged to adapt learning methods to each individual student's learning, to challenge and inspire them to learn.

Teachers play vital roles in the lives of the students in their classrooms. Teachers are best known for the role of educating the students that are placed in their care. Beyond that, teachers serve many other roles in the classroom. Teachers set the tone of their classrooms, build a

warm environment, mentor and nurture students, become role models, and listen and look for signs of trouble.

5.1. Roles of a Teacher in the Classroom

Teachers play vital roles in the lives of the students in their classrooms. Teachers are best known for the role of educating the students that are placed in their care. Beyond that, teachers serve many other roles in the classroom. Teachers set the tone of their classrooms, build a warm environment, mentor and nurture students, become role models, and listen and look for signs of trouble.

5.2. Teaching Knowledge

The most common role a teacher plays in the classroom is to teach knowledge to children. Teachers are given a curriculum they must follow that meets state guidelines. This curriculum is followed by the teacher so that throughout the year, all pertinent knowledge is dispensed to the students. Teachers teach in many ways including lectures, small group activities and hands-on learning activities.

5.3. Creating Classroom Environment

Teachers also play an important role in the classroom when it comes to the environment. Students often mimic a teacher's actions. If the teacher prepares a warm, happy environment, students are more likely to be happy. An environment set by the teacher can be either positive or negative. If students sense the teacher is angry, students may react negatively to that and therefore learning can be impaired. Teachers are responsible for the social behavior in their classrooms. This behaviour is primarily a reflection of the teacher's actions and the environment she sets.

5.4. Role Modeling

Teachers typically do not think of themselves as role models, however, inadvertently they are. Students spend a great deal of time with their teacher and therefore, the teacher becomes a role model to them. This can be a positive or negative effect depending on the teacher. Teachers are there not only to teach the children, but also to love and care for them. Teachers are typically

highly respected by people in the community and therefore because a role model to students and parents.

5.5. Mentoring

Mentoring is a natural role taken on by teachers, whether it is intentional or not. This again can have positive or negative effects on children. Mentoring is a way a teacher encourages students to strive to be the best they can. This also includes encouraging students to enjoy learning. Part of mentoring consists of listening to students. By taking time to listen to what students say, teachers impart to students a sense of ownership in the classroom. This helps build their confidence and helps them want to be successful.

5.6. Signs of Trouble

Another role played by teachers is a protector role. Teachers are taught to look for signs of trouble to students. When student's behaviors change or physical signs of abuse are noticed, teachers are required to look into the problem. Teachers must follow faculty procedures when it comes to following up on all signs of trouble.

CHAPTER 6: Aims of the research

6. Aims of the research

This research will help me to discover the advantages and disadvantages of each type of assessment and present their usage in a way that can be convenient and beneficial. Students' individual assumptions and attitudes toward the evaluation can assist in making judgments about the productivity of the assessment. The interviews and questionnaires are intended to detect which methods and techniques are better, easier and more productive according to the students.

6.1. Research aim

The aims of this research are:

- Demonstrating that both assessments are helpful for improving the level of students' knowledge;
- Highlighting the best characteristics of both assessments;
- Distinguishing which assessment is better in terms of measurements for students' comprehension and competence;

6.2. Research questions

There will be four questions that need to be answered:

1. How teachers can be aware of their improvement and progress?
2. Which assessment provides an opportunity to confirm or improve students' grades?
3. Which assessment motivates the students to study more frequently?
4. Why external is not the adequate way for estimating students' progress and development?

6.3. Research Hypothesis:

1. Teachers can be aware of students' improvement by examining them frequently and keep them on track their progress continuously.
2. Students are inspired to study more when they get the results. (Depending on the student; whether it's a good grade and wants to validate or it's a bad grade and needs correction).
3. Formative assessment motivates students more for they have no time to procrastinate; they can keep up the pace with the material and are engaged to their educational responsibilities and obligations.
4. External assessment is not adequate because it cannot determine the whole process of developing and learning by only one final exam due to any unexpected circumstances such as sickness, troubles, personal issues, jitters etc.

6.4. Conclusion of the Hypothesis

Teachers can, and must, be aware of their students' improvement. This can be accomplished by three basic actions made by teachers.

1. The first of these actions is to examine them on a frequent basis. This can be accomplished by changing the teachers' current methodology on testing from the system they use now to one which increases the number of tests/quizzes significantly. By giving more tests and quizzes the educator will be able to ascertain a more current and exact understanding of their students' progression throughout the academic year. In other words any teacher can feel the pulse of their students at will thereby giving the teacher far more flexibility in the student's progress. We have viewed how this will increase the teacher's weekly workload, but a program of frequent testing/quizzing would also lessen their lesson planning and classroom activity loads. Thus a program of more assessment on a scheduled basis will certainly provide an accurate measurement of academic progress in a far more immediate fashion.

2. The second action is to find an appreciable increase in any teacher's ability to keep their students on track. Hence a basic requirement in all classrooms is for the educator to be aware of student progress and reacting to possible fluctuations in said progress during the academic year. Once made aware of any change in a student's level of knowledge acquisition the teacher can immediately act to keep that student on task by making any necessary adjustments to material or teaching methodology. After all the whole point of this paper's thesis is the potential effectiveness of frequent examination. This gives a teacher the ability to react immediately by making proper adjustments for the benefit of the student.
3. The third action is the ability to continuously track each student's progress during every semester. The concept of frequent testing/quizzing of students allows the educator to monitor academic progress far more effectively. Thus, teachers are able to plan more efficiently when they are well aware of each student's grasp of the material being taught each class. Therefore being able to track a student's progress better allows the teacher to observe current trends in their students' scholastic skills. The monitoring of said skills is key to being able to inspire a positive attitude in each student. A student who is unaware of his/her academic progress is not easily motivated.

Students become inspired to study more when they are made aware of their grades on a frequent and regular basis. This is a by product of frequent assessment. This paper shows that this type of motivation works both for successful, as well as failing, students.

A successful student is far more motivated by the educational system they are in when they receive immediate feedback on their success. This is a far cry from the current system of rote learning “shut up and listen” currently used in this educational system which causes the student to self motivate instead. As we all sadly know not all students are able to self motivate.

In the case of failing or at risk students the paper shows how they are far more likely to respond to their academic shortcomings when they are given immediate feedback from their teachers. With feedback also comes correction and review. These are standard ways in which educators can assist tardy learners to achieve academic success through their own motivation. Again this is a far cry from the current rote learning which is eternally used in the Macedonian

system. By today's standards a failing student merely shrugs when informed they failed a test given several weeks previously.

Formative assessment motivates students more due to the fact that they receive their test/quiz results in a timely manner. This allows them to keep pace with the material being presented with each lesson plan. We have seen in the collected data that this challenges the students to accept their academic responsibilities and obligations far more readily. They become mature in their general overall perceptions of education. Oppositely, students in the current system generally reject their scholastic responsibilities and simply cheat. They seem resigned to the short comings of the current system and turn into chronic procrastinators. Hence underachievement and academic failure affect approximately 90% of all the students in this country.

External assessment is simply not adequate enough due to the fact that it cannot determine the entire process of student development and learning with a single final “fatal” examination. Students are human. Our children are not the dutiful automatons this nation's rote system tries to mold. Humans react! What about bad days? What about an unexpected circumstance such as sickness, trouble at home, personal issues, the jitters etc?

It seems ridiculous to attempt to wager years of study and effort on a single examination. Almost anything else, any alternative, would be more effective; let alone humane.

6.5. Research Methodology

In this research will be included quantitative method. It will be consisting of observations and questionnaires. The participants of this research will be the third and fourth year students from the gymnasium “Kiril Pejcinovic” in Tetovo. They are at the age of 17-18. There will be 3 classes that going to be observed and questioned. The number of the students varies from 2-30 per class.

Each classroom is filled with mixed gender population. Firstly, the students will be distributed 3 to 5 questions about learning processes and their motivation during that particular period of time. Additionally, the students will also be questioned about which methods of assessment they prefer and can be useful for them. The questions will be mostly about when they study the most,

situations that occurred to them and they weren't able to study the material for the exams, about failures that happened to them even though they have studied etc.

By having their answers, the teacher will be informed about students' motivation and their attention, how can be earned and most important they will know which assessment method is more helpful for them. Furthermore, another instrument included will be observation. Students will be observed twice a week for three months, the last three months of the semester, so that the teacher will be able to follow their development in the class, recognize if there is an improvement. Also one of the most crucial things, keeping track of their participation, whether they are active during the whole course or only at the end when it is an examination period. Students will not be the only participants in this questionnaires but also professors and parents. Their answers can contribute a conclusion in a wider perspective, considering they are all part of the learning process. Professors' answers will demonstrate their point of view for the students' productivity in the class, and parents' answers will confirm their educational commitment in a domestic environment.

6.6. Instruments

The materials for the research will be given by the researches. It will be list of questions in a form of questionnaires. The questions in the questionnaires will be answered by the Likert Scale (strongly agree, agree, neutral, don't agree, and strongly disagree). The other instrument will be observational form where will be stated students' progress and contribution in the class.

6.7. Participants

The participants of this research will be the third and fourth year students from the gymnasium "Kiril Pejcinovic" in Tetovo, professors and parents.

6.7.1. Students

Students: The students are 17 and 18 years old, studying in "Kiril Pejcinovic" in Tetovo. Students will be just Albanian native speakers. The number of the students will be elected

according to the number of the students in the classroom. Their answers will help me to conclude my hypothesis, and their opinions will demonstrate their point of view about the assessments.

As mentioned above, in the first category, data were collected about the participants, where the gender of the pupils was important for this research and from the results obtained we see that both the external and intern tests dominate the masculine.

Gender
30 responses

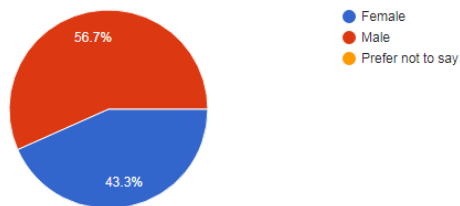


Figure 1: Student's gender in external testing

Gender
30 responses

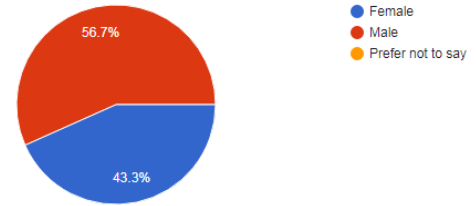


Figure 2: Student's gender in internal testing

In figures 3 and 4 we have presented an assessment of the stress created during the realization of these tests. Testing was conducted in two groups, one group expressed their opinion about external testing and the other for internal testing. From the results obtained, we see that 53.3% of students fully agree that this type of testing is very stressful, while for most internal students the majority of students are neutral, this is due to the fact that testing is carried out in the school by their professors. It creates stress because they can communicate with their clients, discuss the material, and clarify problems related to testing.

Do you think that external testing is very stressful?
30 responses

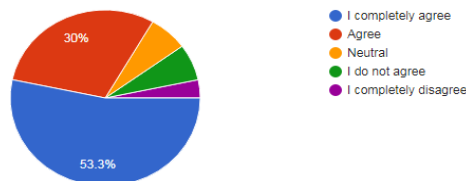


Figure 3: How stressful is external testing?

Do you think that internal testing is very stressful?
30 responses

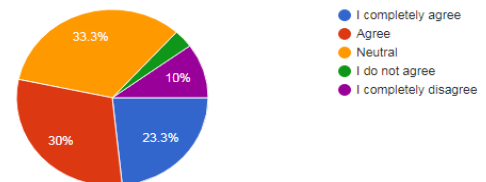


Figure 4: How stressful is internal testing?

Assessing the experience gained from the ongoing tests we have asked the question how effective is the realization of these tests and is this the best way to evaluate the students. From the results obtained we see that in both types of testing the students have responded that these tests are not very effective and cannot correctly evaluate a student.

How effective is external testing, and is this the best way to evaluate students?

30 responses

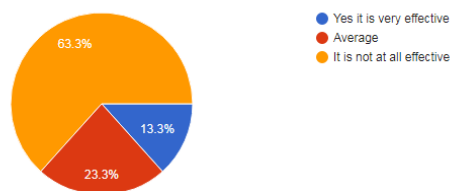


Figure 5: How effective is external testing?

How much do you think is internally effective, and is this the best way to evaluate students?

30 responses

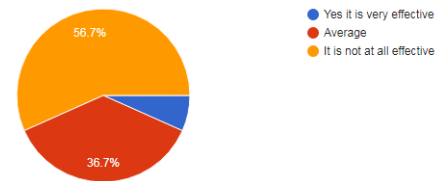


Figure 6: How effective is internal testing?

To concretize the student's idea of external and internal testing the next question of the questionnaire was whether external or internal testing will determine your knowledge throughout the year, and 53.3% of students think that external testing cannot determine the knowledge that a student can take it all year long, while 46.7% of students think that internal testing may in some cases determine their knowledge.

Do you think that external testing can accurately assess your knowledge throughout the year?

30 responses

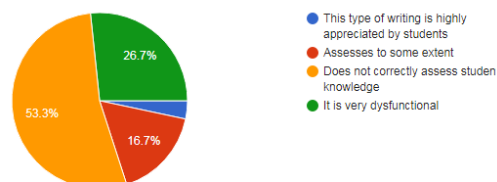


Figure 7: Assessment of students' knowledge in external testing

Do you think that internship testing can accurately assess your knowledge throughout the year?

30 responses

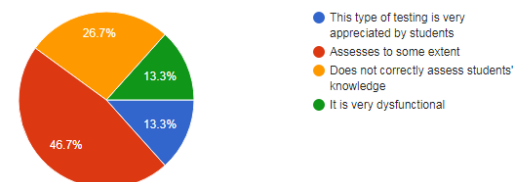


Figure 8: Assessment of students' knowledge in internal testing

As a question was whether it happened that in the external testing or in the intern test there were questions outside the material they learned in the school, and a large number of students responded that there were always questions outside the material that is defined here their schools.

Did it happen that in the external testing you had questions outside of the material you learned?

30 responses

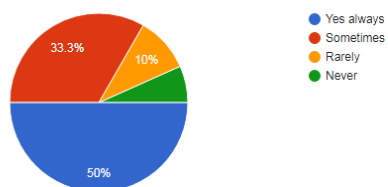


Figure 9: The material used in external testing

Did you have any questions about the material you have learned in the intern test?

30 responses

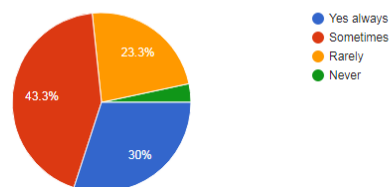


Figure 10: The material used in internal testing

Assessing the importance of these tests, the next question was how long the students need to prepare for this kind of test. In external testing, the largest number of students have responded that they need to prepare all year long to be successful, while in internal testing 40% of students think that 1 month is enough to gain the necessary knowledge and achievement of results desired.

How long do you need to prepare for this kind of testing?

30 responses

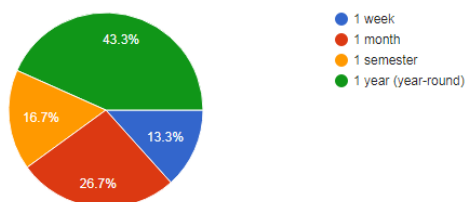


Figure 11: Pupil's preparation for external testing

How long do you need to prepare for this kind of testing?

30 responses

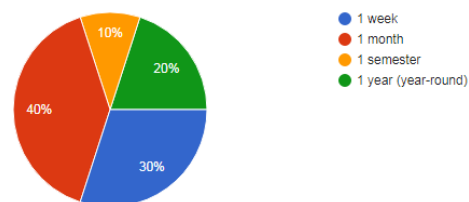


Figure 12: Pupil's preparation for internal testing

The result we all want to have at the end of each test is to score points and grade at the end of the test. Graphs 13 and 14 show the results of the pupils where most show that the grades obtained in the external test were not the same as the grade they rated their professors, while in the external testing 36,7% of the respondents expressed that they sometimes did not take the same grade and 36,7 of the respondents show that they always had different grades of the extern test than school grades, while 46% of the pupils have said that there are cases that have not noticed different in internal testing and 30% of the pupils have always had a different grade of the intern test from school grades.

Does the test score of the external test be greater or less than what teachers have evaluated?

30 responses

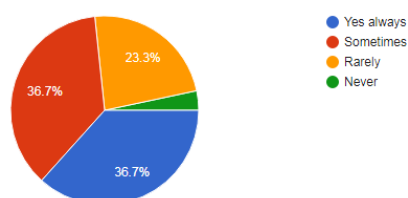


Figure 13: If the grade taken in external testing is not the same from the grade in school

Is the grade of internal testing to be greater or less than what the teacher has assessed?

30 responses

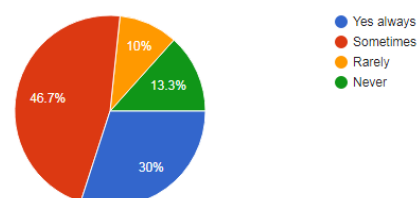


Figure 14: If the grade taken in internal testing is not the same from the grade in school

It was very important for us to investigate whether or not the pupils were assisted by their professors during the tests, and in both cases the pupils said that their professors rarely assist they with any questions they might have asked for external and internal tests.

Do the teachers who are in commission during the test assist you, can you communicate with your friends?

30 responses

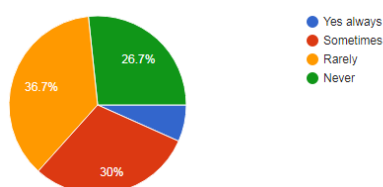


Figure 15: The help that students take in external testing by teachers

Do the teachers who are in commission during the test assist you, can you communicate with your friends?

30 responses

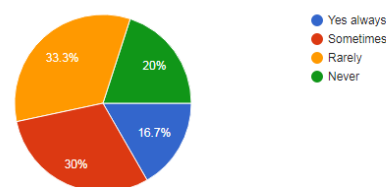


Figure 15: The help that students take in internal testing by teachers

And in the end, the most important question that has been made to the pupils has been what needs to be changed in these tests, whether external or internal testing, and in both cases with 63.3% of the external testing and 53.3% of the internal testing pupils think that everything should be changed in these tests. These clear results can be seen in the following graphs:

What should be changed to this type of testing?
30 responses

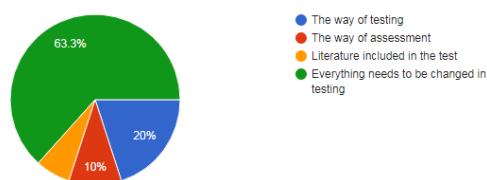


Figure 16: What should be changed in external testing?

What should be changed to this type of testing?
30 responses

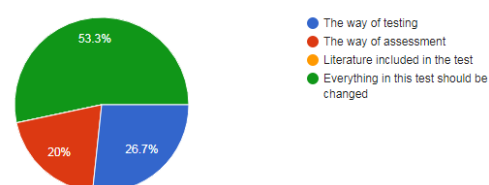


Figure 17: What should be changed in internal testing?

6.7.2. Professors

Professors: The professors will be interviewed to discuss in detail the students' achievements during the school year, and precisely for the final part external assessment also internal part, as they value student's achievements and learning success.

In the contrary of the students, their opinions will provide different aspect of their grades and progress. Their answers will show their motivation and productivity throughout the entire process of evaluation. Their perspective is different from the students because professors are more objective when it comes to average grades, GPA and when the motivation is needed the most.

Also we will discuss and we will define what will happen if their evaluation does not match with external evaluation.

In the second group of respondents are included the professors with relevant subjects. In order to detail and to give clearer ideas for the realization of internal and external testing, and for their relevance, we have surveyed a variety of subjects, the graphs below show the professors who participated in this questionnaire.



Figure 18: The subjects of professors which participated in the internal questionnaire

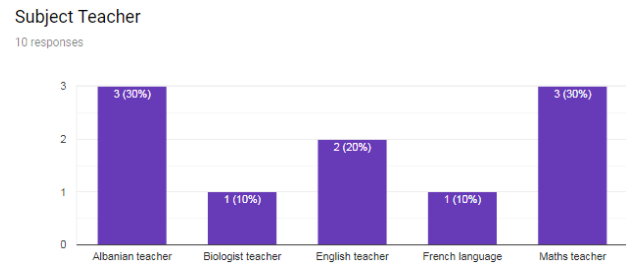


Figure 19: The subjects of professors which participated in the external questionnaire

External testing has been very stressful for both students and professors because in many cases this has negatively affected their profession. In figure 21 we have the results for the question of whether they want to continue the external testing and 60% of the respondents think they should not continue the external testing and 20% of the respondents think it's not very important. While the same question has been asked for internal testing, 70% of the respondents think that this kind of testing is not very important either.

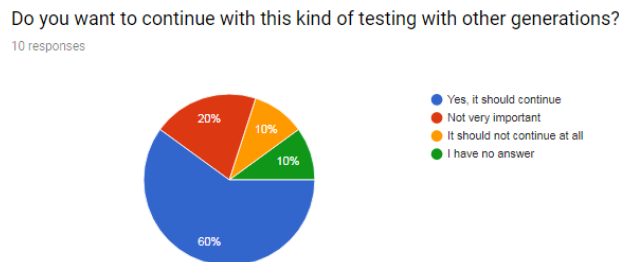


Figure 20: The idea of continuing the intern test in the coming years

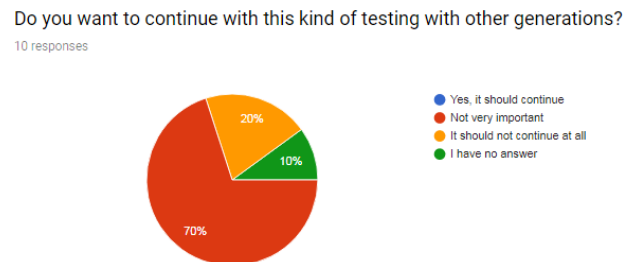


Figure 21: The idea of continuing the extern in the coming years

To clarify even more the idea of the functioning of these tests, the next question asked was whether this is the best way to evaluate the pupils, and according to the results with 50% of the respondents' internal testing, they say that on average to evaluate the pupils, and 40% to the intern test think it is a very effective way to carry out this test. While for external testing, 60% of respondents think it is an average rating and 40% think this type of testing is not effective at all.

What do you think about internal testing , and is this the best way to evaluate students?

10 responses

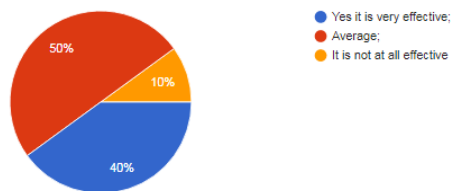


Figure 22: Is the internal testing the appropriate assessment for pupils?

What do you think about external testing , and is this the best way to evaluate students?

10 responses

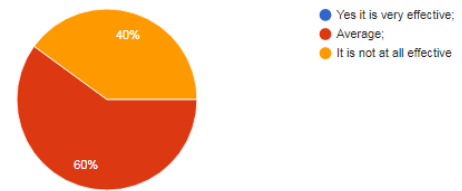


Figure 23: Is the external testing the appropriate assessment for pupils?

In the following charts we have the results for the question of whether external and internal test can correctly assess pupils better than teachers can evaluate throughout the year, and for internal testing 50% of respondents think that it is not functional at all and 60% for external testing think that the assessment of pupils' knowledge is not accurate.

Do you think that internal testing can best evaluate students than you can evaluate throughout the year?

10 responses



Figure 24: The best estimate is the grade of intern test or grade obtained during the year

Do you think that external testing can best evaluate students than you can evaluate throughout the year?

10 responses

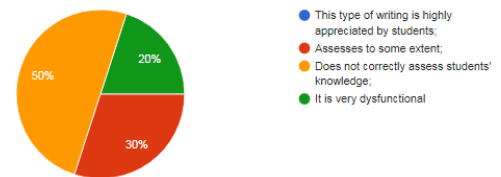


Figure 25: The best estimate is the grade of extern test or the grade obtained during the year

Considering the students' complaints about the materials and questions they had in the tests, the next question was whether the students had any questions outside the material they learned throughout the year, and in internal testing the professors were expressed by 70 % that never put questions that are not included in the teaching materials, while in external testing 60% of professors think that rarely happens that there are questions that do not belong to the foreground material for the pupils.

Did the students have any questions outside the material you have been lecturing?

10 responses

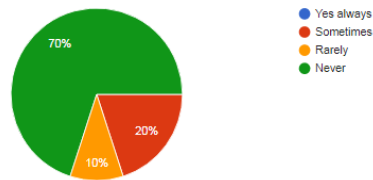


Figure 26: Questions outside the material

Did the students have any questions outside the material you have been lecturing?

10 responses

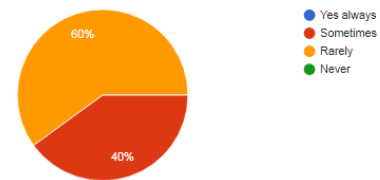


Figure 27: Questions outside the material

Given the poor results of the pupils earned in recent years, it was important for us to know how much time the teachers need to prepare the pupils for success in these tests, in both the highest percentage tests the professors think that the pupils need a year to work regularly to gain desirable results.

How long do you need to prepare the student for the test?

10 responses

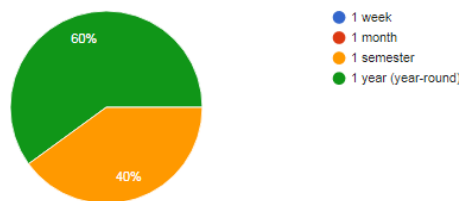


Figure 28: How long it takes students to prepare for internal testing?

How long do you need to prepare the student for the test?

10 responses

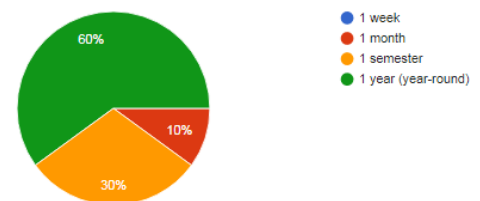


Figure 29: How long it takes students to prepare for external testing?

Pupils' grades gained after testing are a very important aspect, so we wanted to know that the results of internal and external tests for students are lower or higher than what the professors have rated, in internal testing 60% of respondents responded that never had such results have always been the same assessment, the final grade of the year and the grade of the test were the same, while in the 80% external test the professors have expressed that rarely, there have been cases when the external test grade was not the same as the final grade of the year that was evaluated by the professor.

Does the internal test score be greater or smaller than what you rated the students?

10 responses

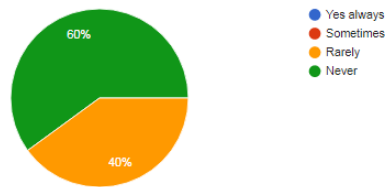


Figure 30: Is the internal test grade computed with the grade evaluated by teachers?

Does the external test score be greater or smaller than what you rated the students?

10 responses

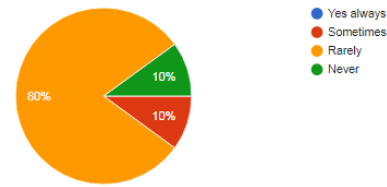


Figure 31: Is the external test grade computed with the grade evaluated by teachers?

And finally, as the most important question was what needs to be changed in these tests, here we have responses for internal testing. Professors think that the material that is given to the pupils needs to be changed, but also includes the way of testing and the manner of evaluation, while in external testing, most of the respondents think that everything should be changed in this test, starting with the way of testing the evaluation method and the materials they use to carry out these tests.

What should be changed to this type of testing?

10 responses

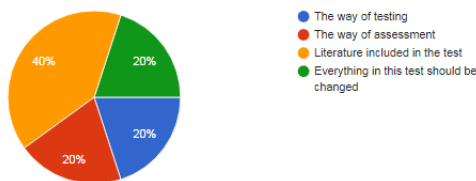


Figure 32: According to professors what should be changed in internal testing

What should be changed to this type of testing?

10 responses

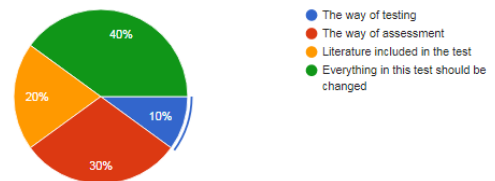


Figure 33: According to professors what should be changed in external testing

In this paper I have written several learning methods used in this system for both internal and external assessment. The conclusions regarding these methods are quite interesting. Teaching and learning together form a unique symbiosis. When the former enhances and encourages the latter's success is inevitable. However, when the former is stifling, ambiguous and lacking in professional acumen then the failure of the latter is inevitable.

In the state educational system in Macedonia we see that external assessment is considered the domain of the state, or in better words the politicians of the current government. Therefore, the other stake holders in education, the teachers, the students and their parents are simply excluded from any discourse regarding methods of external assessment. When learning strategies are handed down as edicts without proper research, testing and feedback the ultimate outcome is predictable.

In the high school I used for this paper, which I firmly believe to be representative of the national system, learning methods mirror the archaic old ways of teaching used by the educators. In other words the use of rote learning is endemic in the system. This is the reality regardless of the fact that rote learning is considered retro, and is banned in modern progressive countries.

With this said the learning methods the teachers and students together continuously embrace the learning methodologies used in this country without protest. Indeed proactive student protests are quite rare. Generally the systemic apathy tends to cool the students' ardor for change. This is simply tragic.

To this we see the teachers are overwhelmingly reluctant to voice their opinions regarding the learning methodologies due to the fact that they are very insecure in their jobs. To them job security far outweighs putting their careers on the line in this highly politicized environment. Therefore, we see the need to address the reform necessary for improving the learning methodologies in the state system of the Republic of Macedonia.

6.7.3. Parents

Parents' answers will be more individual opinions since their feedback will be more about their children. However, that is helpful for there is going to be explanation about their student's progress and development during the assessment period. By having their ideas and observations, the conclusion can be accomplished by making a mixture of all answers together and make a final interpretation.

In the third category of the questionnaire, parents' opinions on internal and external testing have been shared. In this part we have a set of questions where there are even more ideas for realizing these tests. The questionnaire was conducted with a group of 20 parents, where 10 parents participated in the intern test questionnaire and 10 parents participated in the external

testing questionnaire, out of which 60% of the parents were women and 40% were male, mainly dominates age of 43 years 50 years.

The chart 35 gives us the impression of how much parents are satisfied with the results that their children have gained in internal and external testing, and from the responses we see that for both tests the parents are not very satisfied, their assessment is seen in the chart 35 and 36.

Are you satisfied as a parent with the external evaluation that is made to your children?

10 responses

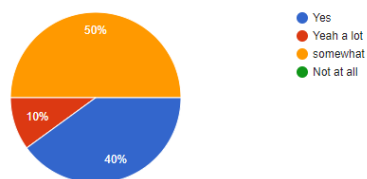


Figure 34: Parent's opinion on the assessment of children in external testing

Are you satisfied as a parent with the teachers who appreciate your children within an academic year?

10 responses

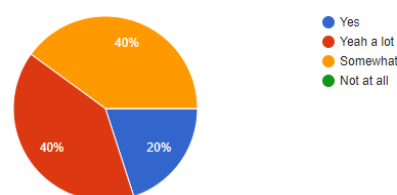


Figure 35: Parent's opinion on the assessment of children in internal testing

The next question was whether the students complain that the test material does not match what they have learned in school and if they complain that the teachers do not properly assess them. And from the answers we see that in the external testing 60% of the parents said that their children do not complain and 40% of parents have said that sometimes there are complaints while in the internal test we have a fairness that 50% think teachers do not properly evaluate and 50% say that they rarely have complaints from their children. The results of the responses are shown in the following figures.

Do the children complain that the test material does not match what they have learned in school?

10 responses

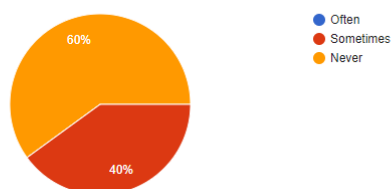


Figure 36: Parent's opinions about questions that are given to students in external testing

Do the children complain that the teachers do not value them properly?

10 responses

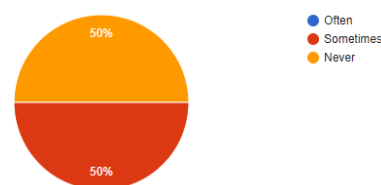


Figure 37: Parent's opinions about questions that are given to students in internal testing

From the chart 39 and 40 we have gained an opinion from the parents on which part of the pupils have more difficulty in conducting the tests, and the parents have expressed that in speaking and writing the students have encountered a problem.

In what part of the test, do students complain that they have had difficulty working?

10 responses

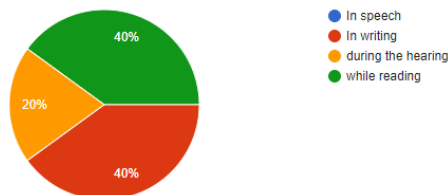


Figure 38: According to parents which part of external testing was the most difficult

In what way do students complain that they have difficulty expressing themselves?

10 responses

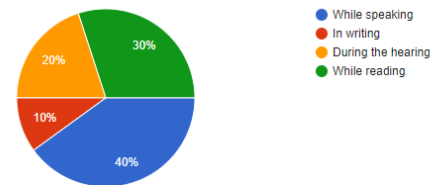


Figure 39: According to parents which part of external was the most difficult

Taking the care of parents for their children, and evaluating that they are always under observation, we have asked how their children learn during the days and in both cases they think their children learn as much as they need. The graphs 41 and 42 give us a clearer idea.

How many hours do your child learn during the day?

10 responses

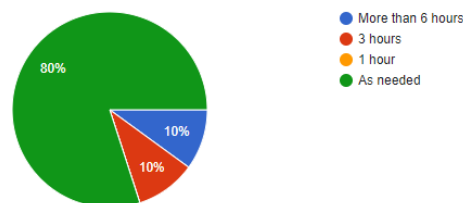


Figure 40: How much time do the pupils need to prepare for external testing?

How many hours do your child learn during the day?

10 responses

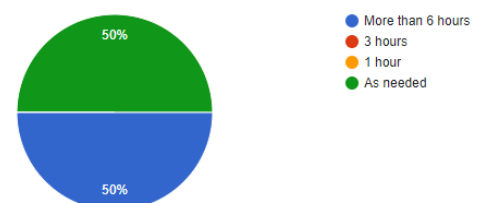


Figure 41: How much time do the pupils need to prepare for internal testing?

As the next question asked parents for external testing was whether their children had higher grades from their professors than the grade they had gained in the test and 60% of the parents thought YES they had the higher grade and 40% think that they did not have the highest

grade , while the question was on the intern test was whether they should have an extra hour if the pupils have difficulty in the material they are learning and 70% of them think they should not have an extra hour because everything is taught in the classroom during the year.

Has the grade of external testing been greater than the grade assessed by the teacher?

10 responses

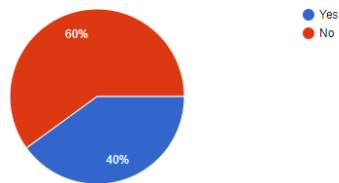


Figure 42: According to parents was the evaluation of pupils in external testing higher than the grade during the year

Does it take to have additional hours if the pupils have difficulty?

10 responses

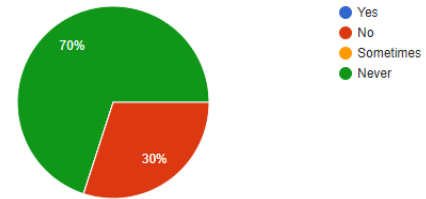


Figure 43: According to parents was the evaluation of pupils in internal testing higher than the grade during the year

As a matter of next question is how many parents help the children in solving the tasks, and in both cases the parents say they can help you when they have free time. The results can be seen in the graphs below:

How much do you help your child in homework?

10 responses

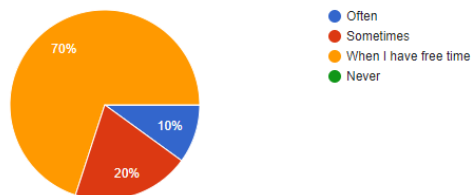


Figure 44: How much do parents help their children in doing homework?

How much do you help your child in doing homework?

10 responses

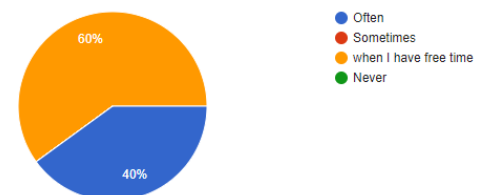


Figure 45: How much do parents help their children in doing homework?

And finally, the same question asked by students and teachers is also done to parents, the question is what needs to be changed in the external testing and what the professors need to change in the intern test, and according to the results for the external test parents think that they

should change the way of testing and internal testing seems to change the way of evaluation. The graphs 47 and 48 show us their opinion clearly.

What do you think should be changed to external testing?

10 responses

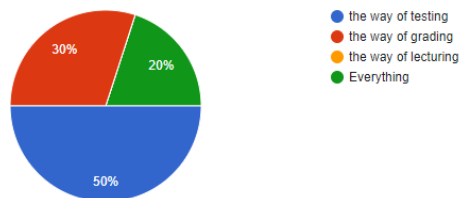


Figure 46: According to parents what should be changed in external test

What should the teacher change?

10 responses

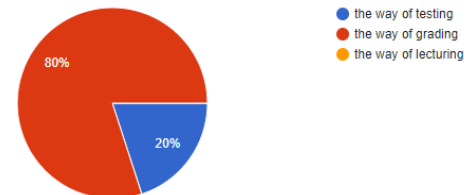


Figure 47: According to parents what should be changed in internal test

The use of a questionnaire in the writing of this paper was of fundamental importance. The collection of data was greatly enhanced by the academic survey. By going directly to the relevant stakeholders in the educational system of Macedonia I was able to glean critical insight into the challenges they face every day. Indeed, I have collated several vital conclusions from the questionnaire as follows.

Regarding the challenges of external assessment in Macedonia the teachers, students and their parents are all constrained and negatively affected by the current burdens placed upon them by the state centered system. Because the current system is overwhelmingly politicized the external forms of assessment have been constantly changed in the last twenty years with the election of every new government.

Therefore, continuity has been lost which has led to a creeping apathy among all the branches of stakeholders. “Feedback to any pupil should be about the particular qualities of his or her work, with advice on what he or she can do to improve, and should avoid comparison with other pupils”. (p. 143) P. Black and D. William

This means that the rules for external assessment are contradictory and confusing. This means that state imposed forms are ineffectual above a certain low level of assessment of knowledge.

Regarding the challenges of internal assessment in Macedonia the data gleaned from the questionnaire shows that the teachers are relying upon the same forms of assessment that were used years ago. The vast majority of them are reluctant to use newer methods because they do not want to alter their “comfort zones”. Comfort zones means the routines the teachers have created for their work. Their professional acumen is minimalist thereby always keeping tests and grading locked into the old tried and true methodology. In other words the teachers are too cautious to try something new because they fear a more complicated system.

Ironically the majority of students echo this behavior. They have learned the old system and generally abide by its unwritten rules in order to “get along”. In other words the students accept the archaic form of internal assessment in order to simply survive with a passing grade and then escape the system.

6.8. Results from the questionnaire

During the research period of this paper the use of a questionnaire was vital in obtaining relevant information for this paper. Thus, the analysis of this data played a critical part in the writing of this thesis. The questionnaire consisted of a number of questions concerning the use of both internal and external forms of student assessment in the high school. The questionnaire was given to the teachers, the students and the parents of High School Kiril Pejcinovic of Tetovo.

Let us consider the parents’ replies to the questions posed to them. In collating the data I discovered that the vast majority of the parents were ambivalent towards the methodologies used, both internally and externally, during assessment of their children as long as the results were satisfactory. In other words most of the parents simply did not care as long as junior passed the course.

I feel that this attitude begs the question why the ambivalence towards the method of assessment? Clearly the answer lies with the legacy of fifty years of socialism which still infects the overwhelming majority in this ex-communist nation. Under the communist system people learned quite early not to question decisions taken on any level; especially in education. Acceptance of the reality and resignation of will are still the order of the day; don’t make waves.

The teachers’ replies to the questionnaire were generally equally ambivalent towards the

internal forms of assessment, but for different reasons. The teachers felt compelled to use the same old methods of internal assessment that their parents experienced years before. Why? Because getting permission to “try something new” usually takes months to get, if at all. Also, by attempting to modernize their professional acumen teachers know that they would be viewed with suspicion and jealousy by their peers and come to the conclusion that it is simply not worth the ridiculously small salaries they receive to work harder than what is expected.

When we look at the attitude of the educators regarding the external assessment of the students we see hopelessness. This data shows an overwhelming mistrust in the Ministry of Education due to the constant changing of priorities and objectives. A system which allows each new government to tinker with the educational system is asking for chaos, incompetence and indifference and the teachers see this every year.

The data mined from the questionnaire regarding the students’ attitudes are alarming. Every student knows that grades of 10 in this country mean nothing when they venture outside of Macedonia. This is due to the chronic problem of grade inflation which has always been present in this country. Also the students all know that their course grades are quite often at the mercy of their teachers’ whim. In other words the students know that too often their course grades are not based upon their knowledge, but based upon other non-academic factors. “Assessing Pupils’ Progress is a structured approach to teacher assessment, developed by QCA in partnership with the National Strategies. APP provides clear criteria against which judgments can be made about levels and sub-levels”. (p. 9) J. Knight June, 2008.

These facts create an apathy in the students which leads to a fatalism in such young people. They simply want to survive the process and escape the state school system as soon as possible. So, they really don’t care about the methodology of both the internal and external forms of academic assessment.

6.9. Importance of the thesis

This thesis is focused on the main strategies and methods during the assessment period. Finding the results and conclusions from the students will help not only the professors but the whole educational structure. Knowing what is useful and in the same time helpful for the

students, can raise awareness among the teachers and assist them on what they need to focus more on. If the educational cadre concludes that there is a specific way for examining the students, by examining means showing productivity from a particular assessment form, then they need to spread that knowledge and start using that method more often.

The main focus of this thesis is to examine the main methods and strategies regarding the assessment of students during the educational process. This focus has viewed the importance of both internal assessment, as well as, external methods.

One aspect to be taken from this paper is that making conclusions based upon test results will be of great help for the professors. Indeed, this will also benefit the educational structure as a whole. Hence, by being aware of what is useful in terms of modern assessment methodologies teachers will be much more helpful to each student by being able to assist them regarding the material they need to learn. What is gleaned to be useful is by definition helpful. After all, a modern educational system should have the welfare of each student in mind.

Another aspect is the role that parents should play in the education of the children. In modern educational systems the community at large takes responsibility in the academic success of its pupils. Therefore, this paper absolutely included parental views and opinions regarding the effectiveness of this educational system. The results of the survey were not always predictable, and cast critical data into this paper's argument. Indeed, since education is the responsibility of the entire community the voice of the parents of the system's students must become an integral part of the educational process.

In addition the role of the teachers themselves is an obvious, as well as, vital cog in the educational journey of all students. Therefore, this paper shows that they play perhaps the most critical role in said process.

The role of teachers in organizing, planning, dispensing, correcting and analyzing tests, both internal and external, is a fundamental tradition in all educational systems. Hence this paper places a greater need for the teachers in this educational system to accept the fact that reform is both necessary and long overdue. These educators must embrace modern methodologies which

have been proven to be far more successful in the educational systems used in more developed nations.

CHAPTER 7: Data analysis

7. Data analysis

The most fundamental aspect of any academic work is the collection of data. It is understood that the basis for any scientific hypothesis must be supported by evidence. Therefore, it is also relevant that data mining is both necessary and academically required.

Once the data has been collected the academic must then examine it in order to ascertain what exactly the information is telling him or her. Thus, data analysis is both relevant and necessary to this paper.

The data analysis for this work will fall into three different, yet equally important, categories. First, the data from the observation will be explained followed by the analysis of the data from the questionnaire. Lastly the data mined from the texts in the bibliography will be analyzed on how it relates to the theme of this academic paper.

All academic papers require the use of a bibliography. This is the universal standard in higher education. Also, any bibliography must be relevant to the academic work it is designed to support. Thus, the academic texts I used for this paper all are from acknowledged experts in the field of educational assessment.

Not surprisingly all the authors are foreign and work in educational systems quite unlike the one in this country. The authors I researched exist in modern, progressive academic environments where rote learning is considered primitive.

The information taken from these texts was cogent and relevant to my task at hand. I wanted to focus on the forms of internal and external assessment in Macedonia, and these books provided me with the information necessary to accomplish this.

Chappuis' book allowed me to research the various strategies which modern educators used in progressive systems. His seven strategies gave me a great deal of material in writing this paper. Overall Chappuis considers that all the educational stakeholders are very important, and must work together to develop responsible and effective forms of both internal and external assessment. "Teachers/schools can use these assessments to identify strengths and weaknesses of curriculum and instruction, with improvements affecting the next year's/term's students". (p. 47) Chappuis

7.1. Results from the observation

During the research period of this paper observance in the classroom was vital in ascertaining relevant information to this paper. Thus, the analysis of this data was a critical part of writing this thesis. The observation consisted of two parts, observance of the teachers and the observance of the students, in my control group High School Kiril Pejcinovic of Tetovo.

In observing the teachers, specifically how they chose the method of student assessment, I was able to collate the data into a hypothesis; the teachers were more app to select traditional methods of internal assessment regardless of whether said methods were effective or fair for the students' assessments because they were easier to produce and grade. “The dialogue between pupils and teachers should be thoughtful, reflective, focused to evoke and explore understanding and conducted so that all pupils have an opportunity to think and to express their ideas”. (p. 144) P. Black and D. William September, 1998.

I found that the teachers of this high school were for the most part reluctant to embrace more proactive and progressive forms of internal assessment. This explains their reliance on the archaic methodologies of their grandparents.

In observing the students it was clear that they preferred externally prepared examinations by the state because these tests were far more predictable and thereby easier for the students to prepare for.

Also I found that the “old way” of external testing was preferable to the students because familiarity breeds contempt; the students were quite expert at manipulating these tests and basically using fraudulent means in passing them.

The conclusions from the observations will be divided into two sections; teacher observation and student observation. Observation is a very important aspect of any academic research. Generally speaking an observation gives the academic a “first hand” knowledge which is fundamentally necessary in collecting data. Writing with firsthand knowledge trumps virtually all other forms of academic research.

Therefore, my observations were conducted inside the classrooms of my research subjects. All the material used in this section is of course firsthand.

In observing the teachers I found that generally they kept on tract with their lesson plans.

This is important when we consider the breath of subject matter they put into each lesson. Unfortunately the chronic tardiness of both the teachers and the students cuts away a significant amount of time reserved for learning. This problem renders large tracts of subject material in their lesson plans superficial.

Another aspect of the observation of the teachers is their reliance upon lecturing during every class. “Every teacher must be equipped to make well-founded judgements about pupils’ attainment, understands the concepts and principles of progression, and knows how to use their assessment judgements to forward plan, particularly for pupils who are not fulfilling their potential”. (p. 4) J. Knight It appears the overwhelming criterion in their lesson plans is for them to talk continuously which cuts deeply into any practical experience for the students. This is called rote learning. Rote learning basically eliminates any practicality in the lessons, and limits the impact of the teachers.

However, I found that the younger teachers are attempting to insert more proactive elements into their lesson plans. Unfortunately most do not. These educators do not want to disturb their comfort zones.

In observing the students I found that the vast majority do not resist rote learning in the classroom by requesting more modern instructional methodologies. Again we see the general effect of the apathy which permeates this system. The students know how to approach the internal assessment forms used by their teachers, and are also quite reluctant to change a system they know how to manipulate.

In every class during my observation it was very easy to divide the students present into two categories. These two categories are those students who care and those who do not. Sadly the number of students in the latter category always far outnumbers those in the former. The reasons why students are not caring about academic success are many, and it would take a behaviorist another paper to explain these reasons. Therefore let us focus on the students’ opinions regarding the forms of internal and external assessment.

CHAPTER 8: The weak points of the study and what should be changed

8. The weak points of the study and what should be changed

External testing for measuring pupils' learning is one of the most controversial reforms in the education system in the Republic of Macedonia due to publicity and public discourse events. The implementation of this law has faced serious challenges, but the measurement of the effect after the operation of the law, 5 years after its operation, is missing and can not provide a clear picture of whether the external testing concept contributes to the intended purpose: teachers and self-reflection of the knowledge acquired by students. The research, in front of you, tries to disclose the perception of the evaluated (teachers and professors) to the fulfillment of this particular goal. By measuring the perception of those directly affected by this policy, a picture of the link between the purpose of external testing, established by the policy-makers and the final users: the teachers and the students, should emerge.

The research results show that the majority of the population, students and teachers (80% - 85% of respondents) are dissatisfied with the implementation of external testing, in fact are of the opinion that it should not be extended to the concept of external testing (76% of teachers and 84% of students). The strong link between gratitude and condemnation of teachers for the results achieved by external testing has a potential impact on teacher behavior, ie encourages teachers to match their lectures with external test questions or focus all material on what they want be submitted to external testing (teaching to the test). In addition, according to research results, nearly 40% of respondents among students think that teachers have not defined the final grade before external testing is carried out, which creates space for further "adaptation" of the grades depending on the result obtained in the external test that results in the avoidance of the greatest omissions. The external test results are initially addressed to the teachers, respectively serving for the mock-up and / or punishment of the teachers. Namely, according to the legal framework regulating secondary education, based on the results of the external test, the student's knowledge testing determines the progress of the teacher's career and the staff of the collaborators in the schools, as well as the amount of their salary (the implementation of these provisions has been postponed.

External testing is not enough to achieve the desired goal - objective and real assessment by teachers ie there is inadequacy between external testing and the intended goal. The external test results have low validity and ignore formative assessment by teachers (ie assessment based on student tracking throughout the year).

In this regard the following are recommended:

- a. Combining external testing with complementary internal appraisal models as an example, teacher peer evaluation, teacher observation, and a set of measures and instruments that could provide a better balance between validity and objectivity in swimming.
- b. Strengthening criteria and applying high standards of employment for teachers in secondary schools, as well as special training and follow-up of young teachers as a restraining measure that contributes to achieving the goal - quality education.
- c. Organize regular trainings for teachers by developing best practices and innovative tools for objective assessment

The experience so far shows a large number of de-statements that reappear with entry into the function of external testing, such as technical barriers (software or connectivity problems), unequal conditions in schools, and inadequate monitoring of students are tolerated and can be copied or assisted during testing by the learners. As a consequence, it is proposed to:

- a. Follow up the recommendations for redefining the goals and the ways of external testing and the implementation of random and voluntary checking of knowledge is a complete revision of the concept and methods of testing in which questions and results will not be published in advance.
- b. Inevitably it is the creation of the best technical conditions for the implementation of external evaluation.
- c. Strengthen monitoring during the implementation of external testing in order to reduce the practice of passing the test unfairly and to increase the objectivity of external testing results in order to improve the quality of education.

CHAPTER 9: Conclusions

9. Conclusions

The teacher's job is not only transferring knowledge to the students, it is being able to adapt to their needs and understandings. All these forms of assessment are beneficial to establish the right decisions for the level of their competence and comprehension. What matters the most, is to discover the most productive and effective way to improve the farther teaching and assessment. These methods are intended to develop the students' statuses and both, students and professors can help with having better educational system in the future.

The use of high-quality assessments by well-trained teachers exercising great professional judgement is a core goal. Making more out of assessments in schools does not mean doing more assessments, doing more marking; it means we should look critically at the reliability, validity, purpose and value of all types of assessment used in our schools, and it prompts us to question the opportunity costs of each assessment you use. If assessment in your school performs a function to support learning that no other tool could, and it does it so in a way that provides reliable data to draw valid inferences about learning, you will be well on your way to great assessment.

Finally we can say that external assessment is not adequate because it cannot determine the whole process of developing and learning by one final exam due to any unexpected circumstance such as sickness, troubles, personal issues and the results obtained by external testing are written in separate venues and are a key criterion for enrolling students in secondary and higher education.

Now we must turn to what the data is telling us. Now the material must be summarized into cogent conclusions in order to fully comprehend their meaning. Therefore I have broken the summations into several strategic categories. These include conclusions taken from the following: the questionnaire, the learning methods, the observation and the texts in the bibliography.

It is hoped that this paper has shown the importance of the material used, and its relevance to a successful discourse regarding the theme. Thus, we can appreciate a final assessment, if you will, of the important points I have written regarding the theme of this academic paper; The

Challenges of External and Internal Assessment in Macedonia.

Thus, in conclusion I want to summarize several important aspects of this paper. My summation will cover the results of the observation, the results of the questionnaire and finally my hypothesis, and how all this information relates to it.

We have read why a physical, on site, observation was critical during the research phase of this paper. Also, we have learned the results of the observation. In this conclusion I will attempt to project a valid interpretation of said results.

The educators involved with this observation were, overwhelmingly, choosing the more traditional form of student assessment. They were opting for the ancient “Matura” model! They clearly selected this form of external assessment over internally assessed skill levels. One massively clumsy end of year marathon was their choice over a regular interactive form of assessment. Why?

I believe that the reason for almost all of the teachers whom selected an external model of assessment was for an identical reason. It is easier! Professional acumen aside, using the same old system of assessment which the older generations of teachers, including school principals, use is safer. How? I am afraid that the answer to this is professional self-preservation. Sadly, we all know that jobs in this country are held hostage to politics. Teachers are afraid to “make waves” by choosing a form of assessment that is different, new, Western etc. All they want is to protect their jobs. So why should they draw criticism down upon themselves?

I think that by using external forms of assessment it is easier because the format is already in place. Yes, the state provides the impetus, guidance and acceptance of the traditional methodology. I must admit that laziness on the part of the teachers plays another role in this decision. “They don't pay me enough money to care about quality!”, is the prevalent refrain.

Hence the observation of the teachers was important in confirming what we have always known about the state system in this country. The attitude of the teachers is most likely part of the general malaise hobbling state education in the Republic of North Macedonia. Their constant selection of archaic forms of external assessment gives testimony to this assumption.

Now we must summarize the results of the observation of the students involved with this study. Of the total of the students observed we are able to detect several trends in their general attitudes concerning education in general, and this country's state educational system in particular.

Generally speaking the students, by a wide margin, preferred the traditional form of external assessment which has haunted this country for generations. They did not mind said methodology. In fact the students consistently supported it. Why?

Now we must examine the reasons for this odd occurrence. Once again I am afraid that the answer is not flattering for the educational system of the Republic of North Macedonia. Firstly, the students are comfortable with an extremely predictable system such as “the Matura”. Why, because they know how to defeat the beast. When you know what to expect it becomes so much more easier to prepare.

In addition, students in the state system are expert at manipulating these marathons. They rely on “secret knowledge” from their peers. In fact each generation passes the “secrets” concerning the test on to the next generation. Where is the challenge in such a system? Indeed, there is a whole “cottage industry” showing students how to use fraudulent methods in order to pass the “test”.

Simply put, the students in the state system are presented with an educational system which assumes they are cheating, and indirectly allows them to do so. Thus rendering their results meaningless. Sadly this was the case for the majority of the students involved with the observation.

Thus, the observation produced two dynamics. These concern the relationship between the state and the educators who are working in said system, and the state and the students who are subjected to the variables such a system produces.

The state of education in the Republic of North Macedonia is hobbled by political influence, constant changes in curriculum and under trained and under valued educators. For example, the observation shows that the teachers were well prepared for their lessons with well produced lesson plans. But if this is the case then why are they reluctant to use internal forms of assessment when they could easily insert additional test/quizzes into well planned courses?

Also, when modern education is flying ahead with progressive methodologies using proactive teaching in other developing countries in the Balkans why is this country mired in a system which is proven to be archaic? Why are the students generally apathetic to state education, and to their futures? Why are they resigned to unemployment and stagnation after graduation? Perhaps we should ask ourselves why we/parents tolerate such a dysfunctional system.

The results garnered by the questionnaire have displayed some interesting finds. All surveys pose questions to those surveyed whose answers are of fundamental importance to the institution, or individual academic which poses them. The results of this paper's questionnaire not only concerned the teachers and students involved with the thesis of this paper, but also includes the student's parents. Least we forget it is the parents who send their offspring to the state system. Hence, their input is, and must always be, a critical factor in the education of their children.

Sadly, the results of the parental section of the questionnaire were revealing of a deeper malaise. The parents were overwhelmingly ambivalent towards the plight of their children being educated in the state system of the Republic of Macedonia. Why?

Of course the results of this survey are hardly definitive, however we can deduce that the questions raised by said questionnaire are valid. Indeed we can assume correctly that the real opinion of the parents is actually, “as long as you pass!” Parents are generally struggling to earn a living in this economically depressed nation, thus they really do not have the time to take a deeper interest in their children's academic progress.

The teacher's reply to the questionnaire were in a depressing way similar to that of the parents. Remember from the observation that we see the teachers in the state system were generally both apathetic as well as ambivalent towards the academic success of their students; “As long as I keep my job!”

Generally it seems that the teachers who were a part of the questionnaire were not interested in “modernizing” their professional acumen. Instead they seemed to be locked into the system of the grandparents. The fact that this mentality is simply not acceptable in a European country lends credence to my accusation of apathy and ambivalence. Of course we can surmise in this conclusion that negative peer pressure does play a part in the reluctance of teachers wanting to introduce internal forms of academic assessment into their lesson plans. Hence bucking the system does have a negative impact upon a professional career in education.

What was discovered by the results from the students' responses to the questionnaire echo the results of the observation in a number of ways. Here we should attempt to summarize what the students were expressing in their answers. Generally speaking the students were indeed quite ambivalent when asked about their thoughts regarding their education. This was however not the case when asked about the for of academic assessment they would prefer in the state

school they attend.

Yes, the students' attitude towards the educational system they were a part of is decidedly negative when it concerns the methodology of academic assessment. In other words the students were quite aware of what was going on. They seemed to know their role in “the system”.

Indeed, we can confirm this by their reluctance to any suggestion of the implementation of an internal assessment regime during their academic matriculation. In other words the beneficiaries of the educational system are reluctant to experience change; even if such change would be beneficial to them.

Thus, we have arrived at the part of the conclusion where I attempt to tie all these factors together in a correct and coherent fashion. Is my argument cogent, and relevant to my hypothesis? I maintain that the answer to both questions is yes! Yes, I believe that I have presented a logical argument in an academic and systematic way. Also, I feel that the nature of this thesis is indeed quite relevant to those folk who played a vital role in my research, and hence in this academic paper.

I exert that the difference between an external assessment methodology and that of an internal form of academic assessment is relevant in the case of this country. Indeed, I assert that the latter is inherently superior to the former. When considered in the light of the current laps of educational standard in the Republic of Macedonia I feel safe in asserting that indeed the former is decidedly inferior to the latter. How?

I believe that this paper shows the answer to such a question. The evidence gleaned from both the observation and the questionnaire are fairly certain, and support my assertion that, in the case of the high school in Tetovo, an internally generated form of student assessment would be miles ahead of any form of “traditional” external assessment decreed by politicians quite removed from every day life.

This is possible for several reasons. First, teachers would feel free to implement a progressive form of academic assessment into their lesson plans. Such a change would indeed represent a commitment to reform; hence progress. When we consider the plight of teachers who are torn between job security and professional acumen we become aware of the educational dilemma they face every day.

Now consider the fate of the students who are products of an educational system that is

both archaic, and unresponsive to the very real needs of “modern” education. Indeed, jobs are scarce in any dysfunctional economy, and these youth are decidedly at a disadvantage. How are they expected to secure decent employment, whether in this country or abroad, when they finally receive their diplomas?

Hence, after all the planning, after the hours of research and the constant writing and revision I feel confident that this version of my academic vision is ready. I truly hope that the judges of this simple academic paper will appreciate its content.

Finally, I wish to assert that the results of this academic work clearly state that there is indeed quite a difference betwix internal assessment and external assessment. One appears to be a thing of the past, whereas the other seems to represent the future. It is my hope that some future government; that of sincere men of conviction and not beholdng to the whim of some political party. It is hoped by others than myself that an educational system befitting the quality of this country's students implements a modern internal assessment system which is teacher driven. If that happens this paper would not be in vain. Thank you.

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