

Manage Activities of Testing and Evaluate Learning Results belong to High School in the Context of Educational Innovation

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Abstract

Testing and assessment of learning outcomes are one of the basic and important tasks in the educational process. For many years, this activity has been paid special attention by Vietnam's education sector and included in the industry's key action program. For this activity to achieve good results, management plays a key and necessary role. Documents of the Ministry of Education and Training indicate the necessity of this activity. However, this activity has not achieved good results in some high schools. Many negative phenomena have arisen during the implementation process. In the current educational innovation context, this activity is becoming more and more necessary. This study indicates the need and proposes solutions to test and evaluate learning outcomes to achieve better results in the future.

Keywords: Manage, testing and evaluate, learning results, high school, educational innovation.

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INTRODUCTION

In the teaching and learning process, assessment is an indispensable activity and a very important stage. On June 13, 2012, the Prime Minister issued Decision No. 711/QDTTg approving the "Education Development Strategy 2011-2020". The strategy clearly states: "Continue to innovate teaching methods and evaluate learning outcomes, practice towards promoting students' positive, self-discipline, initiative, creativity, and self-learning ability, etc. Regularly conduct a national assessment of the learning quality of high school students in order to determine the quality ground and serve as a basis for proposing policies to improve the educational quality of the localities and the whole country" (Government, 2012). Right in resolution No. 29 - NQ/TW of the 11th National Party Congress on a fundamental and comprehensive renovation of education and training in the third part of the implementation solutions, it is stated: Fundamental innovation. forms and methods of examination, examination, and evaluation of education and training results (Communist Party of Vietnam, 2013). The 13th Congress of the Communist Party of Vietnam (2021) continues to affirm the important position and role of education and training, requiring: Building synchronous institutions and policies for effective implementation Promoting education and

training together with science and technology is the top national policy and a key driving force for the country's development. Previously, only the general direction was mentioned: "Education is the first national policy". The document of the XIII Congress requires clearly defining the goals of education and training in the coming period, in order to build the Vietnamese people to develop comprehensively, with health, capacity, qualifications, sense and responsibility. high responsibility towards self, family, society and country. Linking knowledge, moral, aesthetic, and life skills education with knowledge, moral, aesthetic, and life skills education with physical education, raising the stature of Vietnamese people, meeting construction requirements build and defend the fatherland.

On August 27, 2021, the Ministry of Education and Training issued Official Letter No. 3699 Guiding the implementation of secondary education tasks for the school year 2021-2022; in which, the effective implementation of methods and forms of examination and assessment is emphasized, specifically: "Continuing to focus on directing and synchronously renewing teaching and educational methods, and renewing examination and evaluation. learning and training results of students; creating a positive and clear change in the quality and effectiveness of secondary

education activities” (Ministry of Education and Training, 2021).

In recent years, along with the renovation of teaching methods to improve the quality of education in all subjects, the innovation of testing and assessment has also been of particular interest to educators. Innovation in teaching methods and innovation in the assessment are two closely related activities; Innovating testing and evaluation is the driving force for innovation in teaching methods and conversely, innovating teaching methods, testing and evaluation must also be renewed.

Testing and evaluating students’ results is an indispensable task in education in general, in teaching, and educational management in particular. Test-assessment activities have not: Ensured objective, accurate and fair requirements; assessment activities mainly pay attention to the requirement to reproduce knowledge, which has led to the situation that teachers and students maintain teaching in a pure reading-writing style, students study in favor of memorization, with little interest in learning. mind applying knowledge. Many teachers have not properly applied the test preparation process, so the tests are still subjective on the part of the teacher. Activities of testing and evaluation right in the process of organizing teaching activities in the classroom have not been paid attention to and implemented in a scientific and effective manner. Periodic assessment activities, national wide-scale assessments, and international assessments have not been organized in an asynchronous and effective manner.

To improve the quality of teaching and learning, teachers must consider assessment as a process and an integral part of their teaching activities. On the other hand, assessment should be used by principals to guide students, teach teachers, and supervise and improve teaching quality.

The theoretical and practical basis of the research

Theoretical basis: The assessment and assessment of students’ learning outcomes in high schools are very important in the teaching process. Regular testing, periodical testing according to regulations, giving accurate scores is of great significance, it creates fairness in learning for students, encourage students to make them realize their abilities. really to supplement and improve themselves, at the same time, through which the teacher understands the quality of his training, the students’ receptive ability so that the teacher can make appropriate adjustments in teaching methods. On the other hand, the accurate assessment results of teachers help educational administrators understand the quality of teaching activities in schools, thereby making reasonable and feasible school development strategies. In the past years, the renewal of methods in teaching and learning

activities is an urgent and strategically important task; this is the duty of every member of the national education system. Among these innovative contents, student assessment activities play an important role in improving the quality of education. Testing and assessing students is a teacher’s daily task. In the general trend of development and innovation, the work of inspection and evaluation must also have positive changes, suitable for each stage of society’s development.

Practical basis: Regulations on the assessment of student learning outcomes are clearly stated in the secondary school’s charter (article 28) and circular 22 (2021) of the Ministry of Education and Training. However, the fact that teachers check and evaluate students’ learning results is sometimes still negative, making society feel insecure and confident in the quality of the school’s training. Testing and assessing student learning outcomes is a mandatory and regular activity for all classroom teachers. But most teachers have the concept that giving students a test is simply having their scores recorded in the grade book so that at the end of the last semester of the year they can evaluate and rank students. The negative phenomenon in tutoring activities still exists, teachers also use grades to control students, which is also a consequence that greatly affects the fairness of teachers in checking and learning evaluating the results of pupils.

RESEARCH RESULTS AND DISCUSSION

Related Concepts

Management: Management is an organized, targeted influence of the subject of management on the objects and objects of management in order to make the most effective use of the resources and opportunities of the organization to achieve the goals. under changing environmental conditions.

Educational management: In a broad sense, it is the management of all educational activities in society. That process includes educational and educational activities of the state apparatus, social organizations, and the national education system. Educational management in the narrow sense includes “educational system management” which is the management of educational and training activities taking place in administrative units (commune, district, province, nationwide), and “management school” is the management of educational and training activities taking place in educational institutions.

Testing: is the process of collecting information, data, and evidence to determine the extent to which learners’ goals have been achieved in the process of learning, training, and development.

Evaluation: is the process of forming judgments and judgments about the results of the work, based on the analysis of the information obtained,

compared with the set goals and standards, in order to produce appropriate decisions to improve the status, adjust to improve work quality and efficiency.

Checking and evaluating student learning outcomes: Testing and evaluating student learning outcomes is to make judgments and judgments about the student's level of achievement of learning goals, provide solutions to adjust teaching methods of teachers and students' learning methods, and make recommendations to contribute to changing educational management measures.

Managing pupils learning outcomes: Managing pupils learning outcomes in the field of human management, is a combination of the subject and the object of management. The process of assessing students' learning outcomes is essentially the process of determining the level of performance of the teaching objectives. Testing is a means of evaluation. Therefore, the management of this work needs to perform well the inspection process as a basis for evaluation.

Current status of testing and assessing student learning outcomes in high schools

The weakest point of the current general education assessment is that the philosophy of assessment has not been clearly defined: what is assessment for, why it is necessary to evaluate, assessment is to promote and form students' ability? etc. The evaluation must first all be for the progress of the student, to help the student realize where he or she is on the path to achieving the lesson's goals, standards of knowledge, skills, etc. Assessment does not cause concern for students to fear, hurt, lose confidence (Hang & Van, 2020). The evaluation must take place throughout the teaching process, helping students to continuously receive feedback to know where they make mistakes, lacking or weak points so that both teachers and students can adjust teaching and learning activities. Assessment must create development, must improve learners' capacity, help them form the ability to self-assess, evaluate each other, etc. to develop self-study capacity (Van, 2020 & 2021).

Currently, many teachers and educational administrators do not understand the philosophy of assessment, mainly focusing on assessing learning outcomes, classifying students, etc. Teachers also face many difficulties. when having to evaluate educational activities (don't know how to evaluate educational activities outside of class time, evaluate ethics, life values, life skills, etc.) (Trung & Van, 2020). If the assessment is only to test the memorization of the lesson (memorization), redo it according to the types and types of samples given by the teacher, etc. will destroy the development, the effort to rise up in the learners. Another weakness in current student assessment is assessment (grading) without feedback to students. The teacher marks the test, usually only giving

points or only criticizing "wrong", "redoing" or just writing the wrong symbol or the right symbol, but not clearly explaining to students why it is wrong, how it is wrong (Dao & Van, 2020).

Some teachers give feedback, but the feedback is not enough, the feedback is negative, not constructive (For example, the teacher criticizes: Doing wrong, making mistakes, not understanding, etc. making students lose confidence, have no motivation to correct mistakes), make learners depressed, etc. When the teacher's feedback on students' work has negative and negative emotional nuances, it can make students feel embarrassed and lose self-esteem believe (Van, 2019). In addition, if the teacher has general feedback (correcting the test in class), he often gives the correct solution according to the teacher's "imposed" way of thinking but does not help analyze and dissect the ways of thinking that are not yet available. student fit leads to errors. Re-evaluate the framework into some types of problems and types of essays, not to reveal learners' thinking ability and diverse and rich experiences, that is, to focus on certain types of exam questions and only to answer questions. Responding to exams, causes the teaching process to be distorted just to serve the purpose of exams, so there is a phenomenon that all students who "want to pass the exam must go to the exam preparation class" but after taking the exam, they no longer remember it nothing (Trung & Van, 2020).

One of the other weaknesses is that at present, teachers use almost new and modern forms of assessment very limitedly, most of the assessments teachers are using are traditional in nature: based on essay writing, doing homework. exercises such as a 15-minute test, 1 period, etc, and through a number of multiple-choice questions or essays that the teacher himself does not know what skills or abilities he intends to assess in students. When teachers do not diversify assessment types, which will make learning activities boring, it will be difficult to develop higher-order competencies in learners (such as problem-solving ability, creative thinking ability, etc.). Meanwhile, the requirement of innovation in assessment is to apply a variety of assessment forms: assessment by multiple-choice, by written test in the style of essay, question and answer, etc. assessment through products, through student profiles, through presentations/presentations, through group interactions, through group products, etc. assessed by exercise situations, essay forms, etc. teachers have not been able to do for not being trained.

Proposing solutions to improve the quality of Manage activities of testing and evaluate learning results belong to high school in the future

Raising awareness of administrators and teachers in the implementation of activities to test and evaluate students' learning outcomes in the direction of capacity development:

All subjects involved in testing and assessing student learning outcomes need to have a correct and complete awareness of the objectives and content of this activity such as the importance of testing. Assessment of learning outcomes, the role of tests, assessment of learning outcomes of tests, assessment of learning outcomes, rules, regulations, and regulations on testing and assessment of learning outcomes. In addition, they must also be aware that negative actions will affect the overall training quality of the school.

Organizing to thoroughly understand and implement the guidelines and policies of the Party and State, the education sector, and the school to administrators and teachers. Organize seminars on thematic examination and assessment of students' learning outcomes: Assign the specialized team to organize 02 times/month; activities through meetings of professional groups, connecting schools, websites on innovation, testing, assessment of learning outcomes-oriented towards competence and studying lessons.

Develop a plan to renew student testing and assessment activities in the direction of capacity development:

Identify the process of planning innovation, testing, and assessing student learning outcomes. Analyze the current status of testing and assessment activities in the direction of capacity development, identify measures and indicators to monitor, check and evaluate the school's innovation, testing, and evaluation activities. From there, develop a plan for testing and evaluation.

For teachers: There must be a plan to teach and guide students to study and review knowledge to ensure 100% of students grasp the key basic knowledge according to the Knowledge and Skills Standards. There must be a plan to examine and evaluate the tests regularly and periodically according to the guiding documents of the Ministry and the Department of Education and Training;

For pupil: Must have an account on Google, Facebook or Zalo. Computer or smartphone connected to the Internet. Participate in the study and complete the test fully according to the teacher's instructions;

For parents of students: Monitor and support your child's learning process. Coordinate and guide their children to complete the requirements of the teacher.

Develop an examination and assessment process that is both oriented towards students' ability and meets the requirements of exam renewal of the Ministry of Education and Training:

In this process, teachers need to know, based on the general education curriculum, to compose a

system of teaching questions that are oriented to capacity development. The questions can be classified according to cognitive levels: know, understand, low application, high application, according to the following steps:

Step 1. Identify standards - what students need and can do. There are different types of standards: Content standards; Standard process; value standards.

Step 2. Defining the task: The task is an exercise designed to assess the ability to apply the knowledge and skills identified in step 1 (standard) and solve real-world challenges. Types of tasks: Questions - short exercises. Great exercises, short stories, poems, lab reports, scientific reports, etc.

Step 3. Determine the criteria for evaluating the completion of the task: Criteria are the indicators/indicators that describe the characteristic signs of completing the task. Criteria should be stated clearly and understandable; brief; observable; Behavior description.

Step 4. Building a scale: The scale gives performance indicators, indicating each level of task completion corresponding to the criteria. There are two types of rating sheets: qualitative rubrics and quantitative rubrics.

Strengthening the organization, directing the implementation of the plan of testing, and assessing students in the direction of capacity development:

On the basis of analyzing the professional capacity of each individual and department in the school to assign specific and clear tasks. Establishing an examination department with a full range of prestigious and capable members to test and evaluate student learning outcomes.

Management staff regularly and continuously monitor and supervise this work to direct and make decisions for individuals, departments, and school activities to go in the right direction and according to the plan that has been built. The direction must be coordinated with the educational forces, have a clear work orientation, closely monitor, provide timely direction, clear rewards and punishments, and always encourage and help subordinates.

Strengthening inspection and supervision for the management of testing and evaluation of students' learning results in the direction of capacity development:

Checking activities of testing and evaluating students' learning results to review reality to detect and evaluate the actual situation of testing and evaluation activities to help implement the perfect construction and promulgation of regulations. Regulations, regulations, guiding documents, a system of standards, proposed measures to adjust inspection and evaluation activities.

Organize training and capacity building for testing and assessment activities in the direction of student capacity development for management staff and teachers:

Capacity building of administrators and teachers on testing and assessing students' learning outcomes in accordance with competency-based orientations, including Having an annual plan to organize professional training sessions, providing professional training for administrators and teachers on the activities of testing, and assessing student learning outcomes in the direction of competency in order to: Improve capacity for planning; Capacity building for content development; Improve capacity to use methods and forms of examination and assessment; Improve the capacity to use assessment tools and equipment so that all teachers are proficient in using computers, make good use of software for making questions, managing scores, and knowing how to build a question bank.

Strengthening facilities, equipment, using information technology, funding, and other conditions for testing and assessing students in the direction of capacity development:

For the measures to be effective, schools need to develop long-term plans to develop facilities and necessary conditions. At the same time, building a close relationship between the educational force to work together to effectively implement the problems, support testing, and assessment of students' learning results according to their ability. Ensuring the effectiveness of documents and guidelines on testing and assessing student learning outcomes, increasing facilities and funding, building an educational environment, and enhancing the application of information technology. information in testing and evaluation.

CONCLUSION

Examining and evaluating student learning outcomes is a scientific activity, governed by many internal and external factors of the activity itself. Testing and assessing students' learning outcomes in high schools is becoming increasingly important because this is an activity that directly contributes to improving the quality of teaching. However, due to many different reasons, this activity is facing many difficulties and has not brought high efficiency, especially the management of testing and assessment activities of students in high school.

The above measures create an integrated and synchronous impact on the management of testing and assessment activities of students. These measures are implemented under the direction of certain viewpoints and principles; impact all stages of the management process, promote the potential of society, be specific

and practical. In the process of implementing measures, depending on the specific situation and conditions of each school, administrators need to choose each appropriate direction to continuously improve the quality of education, meet the social development needs.

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