EVALUATION OF CHILDREN'S PERFORMANCE ASSESSMENT IN PRE-SCHOOL

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Abstract

The study aims to evaluate children's assessment performance five pre-school in Yogyakarta. The evaluative research with quantitative approach. This evaluation uses the CIPP model with evaluation aspect consisting of context component (formal basis), input (performance appraisal plan), process (use of performance measurement of children) and product or output (utilization report in next planning). This study uses data collection techniques in the form of documentation, questionnaires with Likert scale and interviews. Data collected from 50 teacher participants throughout five school teachers that teach in Preschool. The result indicated the performance appraisal can be seen that the implementation of performance assessment at the pre-school in Yogyakarta performing category enough and still need improvement assessment standards. the implementation of performance assessment in Yogyakarta pre-school obtained an average score of 3.33 out of 5 scales or in percentage was 66.6%. Evaluation of the implementation of performance assessment in Yogyakarta Preschool students can be classified in the category of acceptable.

Keywords: evaluation, performance, assessment, evaluation, preschool

INTRODUCTION

A child is a person who still growing up and needs parents' full attention. Thus, the performance of children should be appropriately monitored from time to time to ensure that the growth process is run well. In addition, early development of children is the most important and critical thing for children development (Zulkifli & Majid Hassan, 2016).

Improving the quality of early childhood education can be reached through the improvement in the quality of learning and the quality assessment system, as both are mutually bound. Mardapi (2017) explained that a good learning system will produce a good quality learning, quality of learning can be seen from the results of the assessment.

The determinant of successful learning in preschool is the assessment system. A good scoring system can develop potential learners, by specifying the strategies and methods of education that would proclaim, as well as the approach and the assessment model used.

Assessment is the process of observing, recording and documenting from student's work. Often, how they do it is the basis of educational decisions affecting children (Grace & Shores, 1991). Evaluation is the process of interpreting the data gathered during the assessment activities, formulating the assessment, and making decisions based on evidence. One of the general principles of assessment and evaluation have to be sustainable (Gronlund & Linn, 1990).

Assessment and evaluation can help to (a) ensure the strength of the individual, (b) make plans of potential learning objectives, (c) make a knowledgeable instructional decision. (d) disseminate the structure and plan program (e) provide the feedback (f) provide the basis for reporting on progress to parents and schools. Although formal measures are sometimes needed and necessary to support the goals of assessment and evaluation, actions must be used on an individual basis, not in the context of such a large scale in a large group testing. A formal written test may be appropriate in the context of limited when the emphasis is on the development of children's concepts and skills (Bredekamp, 1987).

Given the limitations of the traditional steps, it is important for teachers to consider alternative ways of evaluating the development of their children's thinking skills, social and emotional development, knowledge, and physical growth. One of the methods of collecting and organizing student productivity, growth and development is an approach to performance appraisal (Gelfer & Perkins, 1992).

Student performance assessment is a meaningful collection of student work that exemplifies the interests, attitudes, skills and development range over a period. Performance assessment must be a systematic, objective and meaningful collection of growth, development, and achievements. Children's performance assessment has caught the attention of

professionals, early childhood education, policy-makers, and is also one of the popular topics for educational reform (Eisner, 1999; Gallant, 2009).

Performance appraisals can also be defined as the assessment of a wide range of activities in which students can indicate their interest in a matter (Jorgensen, 1994; Meisels et al, 1995). Performance assessment is also known as an alternative to traditional assessment methods that receive a lot of attention to the participants (Craw, 2009).

In addition, assessment of child's behavior toward its performance can be developed in many ways. According to Meisels et al, 1995, comprehensive performance assessment should contain three basic components which are a checklist, portfolio and summary reports. Performance assessment is most easily understood approach to the child through knowledge and skills (Stallman & Pearson, 1990; Meisels et al, 1995).

It is also produced through daily activities in kindergarten or Preschool (Meisels et al, 1995). However, performance assessment of children in various schools, of course, is different in terms of valuation because the ability depends on the child's age level.

Performance assessment of children aims to observe and measure the child's ability level in behavior (Anderson et al, 2000) and his achievements (Eisner, 1999). However, for children aged 2 to 4 years might be having trouble reaching the expected academic ability because the child is not ready to undergo the task or test yet. Children's competency to understand instructions or tasks given will be disrupted because of the uncomfortable feeling in the learning environment (Zeiler & Boxem, 2009).

Measurement and assessment of the performance of the children being in the context of the level of the social environment of the child and its influence on performance are extremely important (Gallacher, 1997; Welch-Ross et al, 2006). Performance assessment provides flexibility in the planning of the curriculum and encourages continuous assessment on the level of development and the subject.

Efforts to educate children intellectually, emotionally as well as spiritually. Furthermore, the early teachers and parents need to understand and help guide the child in order to grow and develop optimally. In this early childhood initiatives, early learning guidelines serve as a framework of practice and assessment, and individuals who take care of children are required to meet certain qualifications and receive professional development to support children's learning. Indeed, professional development for early childhood educators practice is considered

important to the quality of the experience given to children (Martinez-Beck & Zaslow, 2006).

The combination of the information about the child's behavior can be useful to measure the performance of the child through a questionnaire in children (Rupp et al, 2015). Meisels et al. (1995) have stressed that the implementation of the child's performance can be adjusted to the standard systematic knowledge and curriculum developed by teachers, the classroom, and children. Measure the child's behavior can involve the application of systematic performance standards that include the child's behavior (Bower et al, 2008) as attention (Haverinen, Shaughnessy-Shaughnessy, Cole, Toyinbo, & Moschandreas, 2015; Schneider, 2002; Wargocki & Wyon, 2013) interaction (Sofian & Ismail , 2012; Zeiler & Boxem, 2009) and movement.

The purpose of this research was to evaluate the performance of the child through everyday activities and behavior in school. The next section will discuss methodology research that involves students, measuring instruments, procedures, data analysis, and restriction. The discussion will be more on the research and conclusions. Owston (2008) describes evaluation as lines gather info pros or the value of a program to reach conclusions of the potential for or in order to program development.

Evaluation of the performance assessment system is worth checking, achievements, the validity of the issue of compliance with certain norms and objectives, in a way that is orderly. Examination formed into data analysis investigation into caring with the following specified norms (Harris, 1968). Steele (1970) defines the evaluation reference program as a process of assessing the price or the value of it and how the program should, after capturing the current conditions form the basis of the evaluation.

The evaluation assesses the value of (successfully achieving the objectives of the program) or goodness (intrinsic value assessment program) program (Schrieven, 1972). Evaluation is perhaps the most complex and least understood concepts. Rooted in the evaluation, there is a standing "value." in evaluating things, which only participate in courses designed to provide data that will assist in making his opinion about certain situations. Primarily, each evaluation system requires data onto the situation and a broad term in question. The situation of the actual circumstances considered several dimensions such as goals, objectives, standards, and procedures are important. In the conduction of the program evaluation, the process will result in the data onto the feasibility, goodness, feasibility, legality, and validity of reliable measurement program has been

appointed (Kizlik, 2011). Evaluation the program is useful in context. Supplements to the form of an understanding of the system of programs devoted to the results and the needs of the students, or provide an examination of the success of the program.

Evaluation of the program has been expanded upon more complex concerns surround, not concentrate only on forming cause and effect relationship between expectations and consequences. Instead, they were for a greater level of the program used to make the assessment of the adequacy, performance and feasible, the productivity of which is built upon a variety of organized data collection and collation (Rossi and Freeman, 1993). With all these problems mentioned in mind, this study was conducted to assess the current case assessment program approved by kindergarten pre-school education in Yogyakarta regarding pre-determined dimensions as context, input, process, and products with the CIPP model.

RESEARCH METHOD

This research method using the quantitative approach from a hold of based on the question form and interview. The source of the data onto this study is 50 educators. This approach is used in this research is in the quantitative approach with the presentation of the descriptive research results in small numbers through statistical analysis.

Quantitative approaches in this research are used in with ever to obtain a thorough understanding and interpretation regarding the performance assessment system of students in five preschool Yogyakarta city, thus obtained a comprehensive evaluation of the results.

Data collected from 50 teacher participants throughout five school teachers that teach in Preschool. The teacher has a range of 3 to 25 years of teaching experience. None of the newly appointed teachers to their schools and each one has been taught in the pre-school division for at least 3 years.

Teachers are recruited through a network of professional and agreed to participate in the learning process. The validity of the instrument is focused on a scroll and the format of the instrument. To confirm that the instrument measured what they are supposed to measure, questionnaires and interviews. In addition to that, the three experts appointed to validate the credibility of the instruments. All the instruments are enhanced.

Quantitative data were taken with the Likert scale and the five analyzed with descriptive statistics to analyze some quantitative data. The frequency of occurrence of these questions is divided by the number of respondents that answered.

A few questions about the questionnaire of quantitative; questions are descriptive questions on all teachers in preschool. Analysis of the strategy of the selected data onto a descriptive qualitative data presented and by Hesse-Biber Leavy (2006, quoted by Mertens, 2010, p .424) which consists of three steps: (a) the preparation of data analysis (organizing data) ; (b) in phase of exploration data (Department of national education, thinking and make notes) ; (c) data reduction stages (the relevant data and choose to set label).

This research by applying the evaluative nature of the CIPP model (Context, Input, Process, Product). Stufflebeam's context, input, process and product evaluation model is "comprehensive framework to conduct formative and summative evaluation projects, personnel, products, organizations, and systems evaluation" (Stufflebeam and Shinkfield 2007). In the educational sett, CIPP evaluation model has been used to evaluate various educational projects and entities. (Zhang, et al .2011). (1) find out the formal Foundation and the feasibility of this performance assessment systems used in context with components, (2) know the draft performance assessment (3) know the effectiveness of performance appraisal on the stages of the process-related the competence of teachers and the learning process, (4) know the effectiveness of performance assessment at the stage of products related to the outputs on the results of the learning and developmental achievement levels of students. The research was carried out in 5 preschools in Yogyakarta as one of the school's education venue early, In January 2018.

On analysis of descriptive quantitative data obtained through assessment of the instruments, instruments, procedures, and guidelines, and the effectiveness of the model calculated the average score, then converted to qualitative data onto a scale of 5 and Finally is meant qualitatively.

Tabel 1. Criteria of evaluation

Average score	Qualification
>4,2	Very Good
>3,4 – 4,2	Good
2,6 – 3,4	Acceptable
1,8 – 2,6	Poor
≤ 1,8	Very Poor.

RESULT AND DISCUSSION

The questioner data identified four components of evaluation with approaching regard for the performance assessment of students. To describe the performance assessment that is important to recognize any pedagogical and philosophical

discourse pertaining to the purpose of early childhood education and learning steel structure in performance assessment.

The purpose of this research is to synthesize and develop a framework of evaluating performance assessment of children in preschool with quantitative research approaches which the data are collected through the evaluation framework CIPP and a semi-structured interview.

The results of this research yield some important lessons and suggestions for the future of performance assessment in pre-school. The framework provided by this article is intended to help teachers, parents, and policy-makers. CIPP evaluation framework prepared in accordance with the review of the relevant literature and it sent to the teacher to evaluate performance assessment in pre-school.

Analysis of responses by 50 teachers revealed some problems of stakeholders and a money decision to be taken after renewing and revising performance assessment in pre-school, including the purpose of the program (the context), (scroll of curriculum performance appraisal input), implementation (process) and pass skills (products) that are highly relevant to the quality of the program.

Construct Validity and Reliability Instrument

Invalid constructs validity is proving the correlation measurement of grain yield to the theory with instrument underlying the drafting of the questioner. The validity of this research is invalid constructs using exploratory factor analysis. In the questioner given to teachers. Factor analysis is done by creating a group of data that is correlated with grains. Factor analysis steps as follows :

1. The Kaiser Mayer Olkin (KMO) test was conducted to determine the sample. The criteria used in this test is if the value is greater KMO of 0.5 (> 0.5) if it meets the criteria described above, the analysis can be continued.
2. Value Significance Bartlett's *Test of* Sphericity Bartlett's *Test of* Sphericity has the accuracy of high significance (p <0.000). This means implies that correlation matrix matched by factor analysis.
3. *Anti Image* displays KMO value for a particular item. The value of an item shown on the diagonal table marked KMO. The items have a value of less than 0.5 (<0.5) otherwise it's not in accordance with the structure of other variables that should be excluded from the analysis**.**

Summary results of the factor analysis instrument questionnaire respondents can be seen in

table 1 and 2. Table 1 shows that the value of KMO questionnaire instructor of 0.825 or KMO value > 0.5 so that the factor analysis can proceed. Value Significance Bartlett's Test of Sphericity is p <0.000 and anti-image correlation of instrument can be seen in table 3.

Tabel 2. KMO and Bartlett's Test

KMO Measure of Sampling Adequacy.		.825
Bartlett's Test of Sphericity	Approx. Chi-Square	681.314
	Df	190
	Sig.	.000

Table 3 Anti Image

Item	Correlation
item1	.831[a]
item2	.841[a]
item3	.595[a]
item4	.504[a]
item5	.787[a]
item6	.848[a]
item7	.891[a]
item8	.839[a]
item9	.846[a]
item10	.872[a]
item11	.879[a]
item12	.822[a]
item13	.818[a]
item14	.844[a]
item15	.886[a]
item16	.740[a]
item17	.888[a]
item18	.844[a]
item19	.838[a]
item20	.821[a]

a. Measures of Sampling Adequacy(MSA)

In the following section, the results of studies and findings that are described on the basis of data obtained from participants with instruments. The results and findings of the related research questions based on explained. The components of the grain of the instrument are grouped under the category title from the questionnaire. Results and discussion related to the perception of early childhood education teachers in categories such as context, input, process, and products are included in tables 4, 5, 6 and 7. In the first part of the questionnaire, there are 4 related items with results pertaining to the perspective on

the context of the program, the goal is to determine the teacher's point of view. Table 4 describes the results related to the perspective on the context of the programmed support and socialization of the system performance assessment.

The reliability of the Observation Sheet, Students' Worksheet Scoring Sheet, and the Report Scoring Sheet was analyzed using Intraclass Correlation Coefficient. The intraclass correlation coefficient is related to the alpha. Based on the data was found in the form of the evaluation form. The analysis result obtains the reliability of evaluation is categorized "high or 0.814 Alpha Reliability Coefficient ."

Context

Evaluation context contains the analysis of institutional support and socialization conditions. The focus of this study on the condition of the object of study, namely: assessment of the performance of which is directed at four aspects, namely: (a) there is socialization or guidebooks about the manner of assessment practices on students. (b) dissemination or guidebook complete assessment, detailed and clear. (c) there is sending teachers to attend workshops on student assessment tool setting systems, and (d) the preparation of assessment instruments developed by the Master.

Assessment using a scale of 5, the highest score is 5 and the lowest score is 1. Based on the average score on the component context, the data obtained in the context mean = 3.35. In accordance with the guidelines of the conversion, the mean was there at intervals of > 2.6 to 3.4 and was classified as acceptable. Thus, the evaluation of a context can be said to be acceptable so it needs more support from the government and leaders of institutions in order to assess the quality of teachers in better performance. The results of the analysis of the context component can be seen in Table 4.

Tabel 4. Formal Basis Assessment *(Context)*

	Mean	**Std. Dev**	**Qualification**
Item 1	3.26	1.14	Acceptable
Item 2	3.12	1.00	Acceptable
Item 3	3.2	1.25	Acceptable
Item 4	3.8	0.67	Good
	3.35		Acceptable

Input

Evaluation Input contains suitability analysis performance assessment with the general and specific principles of performance appraisal. The focus on this research are: Assessment of the

performance is directed at six aspects, namely: (a) the instrument of performance appraisal in a learning complete design, detailed and clear (b) Instrument performance assessment in accordance with the learning competencies. (c) The substance is a fair assessment of student performance (not discriminate ethnicity, race, class, and gender). (d) The substance of student performance assessment in accordance with competency standards. (e) the preparation of assessment instruments developed by teachers and (f) the language used in making the assessment instruments in accordance with the rules of Indonesian or English is good and correct.

Assessment using a scale of 5, the highest score is 5 and the lowest score is 1. Based on the average score on the component context, the data obtained by the average input component is = 3.27. In accordance with the guidelines of the conversion, the mean was there at intervals of > 2.6 to 3.4 and was classified as acceptable. Thus, the evaluation of a context can be said to be acceptable so it needs more support from the government and leaders of institutions in order to assess the quality of teachers in better performance. The results of the analysis of the context component can be seen in Table 5.

Tabel 5. Designing Assessment *(Input)*

	Mean	Std. Dev	Qualification
Item 5	3.28	0.90	Acceptable
Item 6	3.7	0.79	Good
Item 7	3.64	0.88	Good
Item 8	2.94	0.96	Acceptable
Item 9	3.12	1.00	Acceptable
Item 10	2.96	1.16	Acceptable
	3.27		Acceptable

Process

Evaluation Process contains the analysis of the condition of the preparation, execution, and processing. The focus of this study on the condition of the object of study, namely: assessment of the performance of which is directed at four aspects, namely: (a) The teacher assess to the planned time. (b) The teachers carry out individual assessments when learning takes place and monitor the student's work. (c) The teachers document the assessment results to make a special note to see performance beyond the assessment that has been planned and record the student's work with recording equipment in the form of videos. (d) The teacher gives the final assessment of student performance with portfolio assessment (the work of students) and (e) the teacher gives a score ratings according to the ability students.

Assessment using a scale of 5, the highest score is 5 and the lowest score is 1. Based on the average score on the component context, the data obtained in the context mean = 3.42. In accordance with the guidelines of the conversion, the mean was there at intervals of > 3.4 to 4.2 and was classified as good. Thus, the evaluation process can be said to be good so it needs a little improvement in the implementation of performance appraisal system. The results of the analysis of the context component can be seen in Table 6.

Table 6. Implementation Performance assessment (Process)

	Mean	Std. Dev	Qualification
Item 11	3.54	0.93	Good
Item 12	3.5	0.79	Good
Item 13	3.3	0.65	Acceptable
Item 14	3.4	0.83	Good
Item 15	3.36	0.88	Acceptable
	3,42		Good

Output

Evaluation output contains an analysis of the follow-up condition results from performance assessments. The focus in this condition study of the study object, namely: assessment of the performance of which is directed at four aspects, namely: (a) Teacher gives a questionnaire to the parents/ guardians of students to provide educational input at the end of the semester. (b) Teachers can identify the learning needs of the student's performance evaluation results. (c) Teachers know the advantages and disadvantages of learning techniques in class performance evaluation results to students. (d) The teacher knows the student's ability on the results of the assessment has been carried out and (e) Master drafting future learning of the results of assessments have been carried out.

Assessment using a scale of 5, the highest score is 5 and the lowest score is 1. Based on the average score on the component context, the data obtained in the context mean = 3.3. In accordance with the guidelines of the conversion, the mean was there at intervals of > 2.6 to 3.4 and was classified as acceptable. Thus, the evaluation of a context can be said to be acceptable so it needs more support from the government and leaders of institutions in order to assess the quality of teachers in better performance. The results can be seen in the context of component analysis in Table 7.

Tabel 7. Follow-up Assessment (Output)

	Mean	Std.Dev	Qualification
Item 16	2.94	0.90	Acceptable
Item 17	3.26	0.96	Acceptable
Item 18	3.48	0.89	Good
Item 19	3.46	0.91	Good
Item 20	3.36	0.85	Acceptable
	3,3		Acceptable

Overall, the implementation of performance assessment in Yogyakarta pre-school obtained an average score of 3.33 out of 5 scales or in percentage was 66.6%. Evaluation of the implementation of performance assessment in Yogyakarta Preschool students can be classified in the category of acceptable. The portions were not meet the standards in more detail can be shown in the following table 8.

Table 8. Overall Evaluation Component

	Mean	%	Criteria
Context	3.35	66.90	Acceptable
Input	3.27	65.47	Acceptable
Process	3.42	68.4	Good
Output	3.3	67	Acceptable
	3.33	66,6	Acceptable

With the research on the evaluation of the performance, the appraisal can be seen that the implementation of performance assessment at the pre-school in Yogyakarta performing category enough and still need improvement assessment standards. For more details can be seen in the discussion of the evaluation of the performance assessment in accordance with the following CIPP evaluation model.

The performance assessment is a program that should be prepared with clear and precise. These preparations are set out in a performance appraisal planning. CIPP evaluation model input stage in this research that examines the performance assessment plan is realized with the syllabus and curriculum appropriate to early childhood education.

Planning is a reference in carrying out performance assessment for learning. Planning assessment consists of planning competency assessment of knowledge and planning skills competency.

At this stage of the performance appraisal context Preschool students in Yogyakarta including the category enough with a presentation at 66.9%. It is caused by several things that have not been appropriate. Socialization assessment system implemented by the government or the director

general of early childhood education is not maximized and held well, even from the interview to the lack of socialization teacher performance assessment given by leaders or government agencies. In addition, support the preparation of the competence related agencies educators skilled in the rate is still considered less. But school leaders routinely conduct an evaluation of the case teacher who helps teachers share experiences of fellow teachers in pre-school in Yogyakarta.

In the input stage performance assessment on students in Preschool Yogyakarta including the category enough with the presentation of 65 479%. This is due to the readiness of the performance appraisal system needs to consider the suitability of the principle. Conformity assessment of performance with the general principles of assessment can be improved with the development of teacher's ability to make an instrument or a measuring tool performance assessments are valid and reliable. Knowledge of teachers in preparing an appraisal addition appropriate assessment of teacher performance needs to be improved because during this run by teachers are only accepted form without developing assessment instruments, so what you want to be judged according to the teacher about the actual situation.

At this stage of the student's performance assessment Process in Preschool Yogyakarta categorized as good with a presentation by 68.4%. There are things that affect the implementation process of assessment. Teachers are the main factors. Assessment of success or failure depends on the ability of teachers to implement it. In this case, the teacher systematically documenting what children know and can do based on the activities they are involved in every day in their classrooms.

Performance appraisal standards, on the contrary, are nearly approximate the actual class assignments. In the output stage in the performance assessment of students in Preschool Yogyakarta including the acceptable presentation. Teachers are flexible enough to allow teachers to evaluate the progress of each child using the information gained from the ongoing interaction with the material class and colleagues. From interviews related follow-up of learning outcomes assessment is given to the student performance to evaluate the learning process in order to fix it. However, there is a small fraction of teachers are lacking in follow up of the study because the teacher already thinks students do not require enrichment after the assessment. So in general aspects of outcomes with follow-up component of learning outcomes based on sufficient results show.

The principle of integral and comprehensive in the assessment as a whole and thorough of all aspects of learning, good knowledge, skills, and attitudes and values to realize it needed good support from teachers, parents, and stakeholders.

The principle of sustainability, namely the assessment is in a gradual, continuous and planning to acquire an overview of the development of the learner's behavior as a result of learning activities. To meet this principle, the assessment activities should be planned in conjunction with the preparation of the programme of activities of the semester and implemented in accordance with the program that has been drawn up.

The principle of the objective, namely the assessment carried out using reliable measuring instrument and carried out objectively so that they can describe the skills that are measured. The ability of reading, writing, and numeracy is the ability that must be mastered by learners, so the third in mastery is the prerequisite to proceeding to the next level. By the performance assessment the teacher able to know the weaknesses and shortcomings of students. An assessment conducted with reference to the indicators of each basic competency of each subject. The performance assessment of student includes assessment of the processes and learners appearance.

The assessment of the learning process is the value of the efforts in learning activities undertaken by teachers and learners, while an assessment of the results of a study showing students' ability is the process of giving of value in the learning outcomes that are achieved by using certain criteria.

The results of the study, in fact, are competence which covers aspects of knowledge, skills, attitudes, and values. These competencies can be recognized through a number of the charge indicators will be measured and observed. The results of the work or the work of learners can be used as input materials in the teacher's decision.

CONCLUSION AND SUGGESTION

Feedback and evaluation inseparably linked with the goal of classroom teaching and learning activities and elements necessary in the learning process in the use of performance assessment. Evaluation of feedback on performance assessment activities is motivated and shaped by the instructional objectives for early childhood education.

Evaluation of the implementation of performance assessment in Yogyakarta Preschool students can be classified in the category of acceptable.

Teachers should be skilled in choosing assessment methods appropriate instructional decisions. Skills in selecting appropriate assessment

methods, useful, convenient administratively, technically, and fair enough is the prerequisite for the use of information to support the teaching of good decisions.

Teachers should be very familiar with the types of information provided by a wide range of alternative assessment and utilizing the power and their weaknesses. In particular, they should be familiar with the criteria for evaluating and selecting assessment methods of the instructional sign (American Federation of Teachers, 1990).

Teachers must be skilled in developing assessment methods appropriate instructional decisions. While teachers often use external assessment tools that are published or other mutual information, the majority of the assessment that they Stand for decision making comes from their approach to create and implement. Indeed, the demands of the classroom beyond the assessment tools that are available.

Teachers must be skilled at managing and interpreting assessment results, both methods of external assessment-produced and the resulting teacher. It is not enough teachers able to choose and develop the assessment methods; they should also be able to apply it with the menu.

Teachers must be skilled in managing, scoring and interpreting the results of various assessment methods. Teachers need to be skilled in using the results of the assessments when making decisions on individual students, teaching plan, curriculum development, and guardian of the school. The results of this assessment are used to make decisions on education at several levels: in class about the students, the community of the school and discuss the school district, and in the community, generally, about the objectives and results of the company education. Teachers play an important role when participating in decision-making at each level and should be able to use the results of the assessment effectively.

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