

MONITORING OF EVALUATED SCHOOL CURRICULUM – CONCEPT AND PARTICULARITIES

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The article focuses on the monitoring of school curricula with an emphasis on evaluating student learning outcomes. It underscores the importance of integrating evaluation as a continuous and systematic process within teaching and learning activities. The main goal of monitoring is to ensure that the curriculum is applied effectively in educational practice, identifying barriers and areas for improvement. The article outlines key indicators of effective evaluation, including the frequency of formative and summative assessments, timely feedback, student progress, and the alignment of evaluation methods with learning objectives. The importance of both internal and external monitoring is highlighted, with internal monitoring offering immediate feedback for continuous adjustment, while external monitoring ensures overall quality control. The paper also stresses the need for a balance between assessment for results and for process, emphasizing that an effective evaluation system motivates students and improves both teaching strategies and learning outcomes.

Keywords: *curriculum, monitoring, written curriculum, implemented curriculum, evaluation of learning outcomes.*

MONITORIZAREA CURRICULUMULUI ȘCOLAR EVALUAT – CONCEPT ȘI PARTICULARITĂȚI

Articolul se concentrează pe monitorizarea curriculumului școlar, punând accent pe evaluarea rezultatelor învățării elevilor. Subliniază importanța integrării evaluării ca un proces continuu și sistematic în cadrul activităților de predare și învățare. Scopul principal al monitorizării este de a asigura aplicarea eficientă a curriculumului în practica educațională, identificând barierele și domeniile care necesită îmbunătățiri. Articolul prezintă indicatorii cheie ai unei evaluări eficiente, inclusiv frecvența evaluărilor formative și sumative, feedbackul oferit la timp, progresul elevilor și corelarea metodelor de evaluare cu obiectivele de învățare. Este evidențiată importanța atât a monitorizării interne, care oferă feedback imediat pentru ajustări continue, cât și a monitorizării externe, care asigură controlul general al calității. De asemenea, articolul subliniază necesitatea unui echilibru între evaluarea rezultatelor și evaluarea procesului, subliniind că un sistem eficient de evaluare motivează elevii și îmbunătățește atât strategiile de predare, cât și rezultatele învățării.

Cuvinte cheie: *curriculum, monitorizare, curriculum scris, curriculum implementat, evaluarea rezultatelor învățării.*

Introduction

In the integrated educational process of teaching, learning, and evaluation, the evaluation component holds a significant position both psychologically, professionally, and socially. In this context, monitoring of evaluation becomes a critical process to ensure that assessments are relevant and aligned with the curricular objectives. Continuous monitoring aids in ensuring coherence and fairness in student evaluations, thereby supporting a high-quality educational system.

Through the processes of monitoring and evaluation, educational institutions can track curriculum progress, measure student outcomes, and identify areas of improvement. Jacob et al. assert that one of the primary functions of monitoring is identifying how effectively the curriculum meets students' needs and making necessary adjustments where required [8, p. 19]. Various countries have adopted efficient strategies to monitor the evaluated curriculum. For instance, Finland has implemented a well-monitored educational system that provides regular feedback to teachers, focusing on self-evaluation and peer collaboration among teachers, ensuring flexibility while maintaining assessment equity. In Singapore, monitoring includes a combination of standardized testing and continuous evaluations periodically overseen by educational authorities.

The primary task of monitoring is to provide stakeholders with timely information for effective control over the evaluation process, ultimately ensuring the continuous and cyclical development of the school curriculum. During this process, it is crucial to define the characteristics and indicators of efficient evaluation.

An effective assessment process is one that allows for the objective measurement of student achievement and progress, providing valuable information to improve both learning and teaching [3]. According to specialized literature, effective evaluation must be valid, reliable, fair, motivating, and offer useful feedback for all students.

Relevance of Assessment in Monitoring the Written and Taught Curriculum

Monitoring the assessment of student learning outcomes involves creating and operating a viable monitoring system that can contribute, through specific actions, to increasing the efficiency of the educational process. Such a system serves to collect, analyze, and interpret data on student performance, offering essential information for improving teaching and learning, as well as adapting the curriculum to the students' needs. By monitoring, it is possible to assess the current state of the educational system, identifying strengths and weaknesses in the teaching-learning-evaluation process. Evaluation is a core component of the educational process, alongside teaching and learning.

Thus, evaluation monitoring functions as a preventive mechanism, helping to coordinate educational activities efficiently through specific procedures. Additionally, monitoring the assessment of learning outcomes requires a systematic, continuous, and cyclic process that consistently tracks the evolution and progress of students.

This does not imply occasional evaluation but an integrated process at every stage of learning, ensuring continuous improvement in educational practices. For assessment systems to enhance learning — and not just measure it — students need to be at the center of the assessment framework. To become lifelong learners, they must be able to assess their own progress, make adjustments to their understanding, and take control of their learning [9, p. 220].

In the context of educational reform, the assessment of the formation and development of school competencies is based on the following fundamental principles:

1. Assessment focuses on positive reinforcement - The evaluation identifies and stimulates students' successes, not their failures. It does not punish.

2. Assessment is a continuous process - It is an essential dimension of the educational process and an effective practice within the school and national education system. This concept includes the triad of modern education: teaching-learning-assessment. Consequently, modern teaching activities are designed as simultaneous teaching-learning-assessment processes.

3. Assessment encourages learning and competency development - this principle emphasizes the stimulating nature of evaluation. It should not inhibit or demotivate participants in the educational process, but rather encourage and stimulate them in achieving the projected objectives.

4. Assessment aligns with educational objectives - it focuses on comparing students' preparedness with the specific objectives of each educational domain and the operational objectives of each educational activity. It is entirely inadmissible (from a psycho-pedagogical and professional ethics perspective) to have discrepancies between the taught curriculum and the evaluated one. The requirements for assessment tasks must be identical to the teaching objectives announced in advance.

5. Assessment is based on state educational standards - these standards are oriented toward competency formation (what the student will know, what they will be able to do, and how they will develop) by the end of the educational process.

6. Assessment uses various forms, methods, and procedures - both traditional and modern approaches are applied in evaluating school performance.

7. Assessment is a regulatory process - it determines the quality of educational activities.

8. Assessment guides students towards self-assessment - it encourages students to conduct accurate self-assessments and continually improve their performance, aiming for a quality and successful life.

The concept of monitoring the evaluated curriculum

The concept of curriculum monitoring refers to the „collection of information/evidence to describe and formulate ideas about the value and quality of curricula in use” [10]. Since curriculum monitoring represents a „process evaluation”, the monitoring of learning outcomes/curriculum evaluation aims to improve the quality of the evaluation process by identifying barriers, errors, or difficulties in applying the written and implemented curriculum.

The monitoring of the evaluated curriculum will focus on determining the correlation between the written and implemented curriculum, considering the following:

- The extent to which the evaluation process is integrated into the teaching and learning process;
- The extent to which the evaluation process and methods (at the beginning, during, and at the end of the educational process) are ensured;
- The extent to which the projected curriculum’s provisions on learning outcomes evaluation are utilized;
- The diagnosis of barriers and difficulties that may arise during evaluations;
- The quality of feedback provided to students to improve learning outcomes;
- The extent to which students are involved in the process of evaluating their learning achievements;
- The identification of the impact of learning outcomes evaluation on students’ motivation and engagement.

At both theoretical and practical levels, a distinction is made between internal and external monitoring, each having specific roles and functions in ensuring educational quality. An integrated approach to curriculum monitoring, which includes both internal monitoring – through continuous evaluation and feedback provided within the school – and external monitoring – through evaluations outside the school – is essential for ensuring the coherence and quality of the educational process. Internal monitoring allows for rapid and continuous intervention in the educational process, providing immediate feedback and constant adjustments based on the needs and progress of students. Internal monitoring is carried out by educational actors within the institution, such as teachers, focusing on the continuous analysis of students’ results and immediate adjustment of teaching practices. The main advantage of internal monitoring is its flexibility and adaptability based on the obtained results. M. Scriven highlights that internal monitoring has a formative nature, directly contributing to improving teaching and learning through constant feedback provided to teachers regarding the evaluation process [13].

External monitoring plays a crucial role in ensuring educational quality at the macro level, achieved in this context through the relationship between external monitors and teachers, based on mutual communication and collaboration. External monitors act as partners for teachers, helping them identify problems or gaps in the teaching and evaluation process.

Bidirectional monitoring provides valuable data and feedback on the effectiveness of teaching strategies and student achievements. J. Hattie emphasizes that feedback provided through evaluation and monitoring is one of the most important factors influencing learning success [6].

Internal monitoring promotes a continuous feedback system, in which both teachers and students receive information about learning progress and outcomes. This feedback is essential for the cycle of curriculum improvement, allowing teachers to adjust their teaching process, while students improve their learning and performance. In this cyclical process, internal monitoring acts as a feedback loop, providing useful information for timely and appropriate adjustments and adaptations. The information gathered in the monitoring process can represent both quantitative and qualitative criteria and indicators, recommended over the course of a semester or academic year.

The need for monitoring indicators stems from the need to reduce the contradiction between the potential subjectivity generated by teachers’ self-monitoring of the evaluated curriculum and the assessment of the functionality of the evaluated curriculum according to the written curriculum’s evaluation framework. Thus, the evaluation of the conceptual and methodological framework of the curriculum includes the alignment between the written curriculum and the evaluated one, based on pre-established indicators.

Monitoring indicators for the evaluated curriculum

The indicators aimed at ensuring effective and motivational assessment focus on creating an assessment process that promotes student progress, aligns with curricular objectives, and provides constructive and timely feedback. These indicators include the frequency and diversity of assessments, the proportion of students meeting learning objectives, the percentage of timely feedback, and the level of motivation generated by the assessment, emphasizing non-stressful elements and focusing on both process and results.

The establishment of monitoring indicators for assessing learning outcomes is based on an exhaustive analysis of the specialized literature, which explores both the determining factors of the evaluation process and the validated best practices for its effectiveness. This analysis aims to identify the factors influencing the quality of evaluation, such as the validity, reliability, and relevance of evaluation instruments and feedback on student progress.

According to research on evaluating student learning outcomes, several essential indicators help monitor the efficiency and quality of the assessment process:

- Ensuring types of assessment: initial, formative, and summative assessments;
- The proportion of formative assessment in the educational process [1; 2];
- The feedback provided during the assessment process [9; 12];
- Identification of student progress [11; 14];
- The diversity of measurement tools and assessment methods [4];
- Correlation of assessment methods with learning objectives [5];
- Stimulating student motivation through the assessment process [7];
- Involving students in the assessment of learning achievements (peer and self-evaluation).

According to research, the diversified use of assessment types - initial, formative, and summative - is essential for effectively monitoring student progress. P. Black and D. Wiliam argue that formative assessment directly impacts student performance by offering continuous feedback and allowing for teaching adjustments [1]. Initial assessments establish students' starting levels, providing a baseline for measuring progress, while summative assessments measure the achievement of educational objectives at the end of a learning unit. Brookhart (2010) adds that formative assessment, when used correctly, provides opportunities for timely pedagogical interventions, helping students adjust their learning strategies. However, challenges arise in the continuous integration of formative assessments, as teachers often face time and resource constraints that can affect the consistent application of these evaluations.

Formative assessment plays a crucial role in improving student learning by providing immediate feedback and valuable information for adjusting teaching. P. Black and D. Wiliam emphasize that this form of assessment allows identifying students' difficulties before they become major obstacles in learning [1]. S. M. Brookhart argues that the weight of formative assessment should be significant in relation to summative evaluation to ensure a balanced educational process focused on the continuous development of competencies [2].

However, in practice, the weight of formative assessment is often reduced due to the pressures of assessing final results. Harlen warns that in many cases, summative evaluation tends to dominate the teaching process, which can undermine the positive impact of formative assessment [5].

J. Hattie emphasizes in his work that an effective evaluation must provide clear and immediate feedback that significantly impacts student progress. In his book *Visible Learning*, Hattie shows that feedback is one of the most powerful factors influencing student learning, with an effect size of $d=0.73$, indicating a major impact on school progress. Moreover, J. Hattie stresses that effective assessment is not just about measuring outcomes but also about providing valuable information to help students understand where they are in the learning process and how they can improve their performance. Feedback should be specific, focus on the task completed, and highlight student progress, not just grades or scores. However, a major challenge in monitoring this indicator is ensuring individualized and consistent feedback, especially in large classes or institutions with limited resources. In such contexts, teachers face difficulties in providing detailed feedback to each student, which may reduce the efficiency of the assessment process.

J. Hattie also argues that effective evaluation should be an integral part of the teaching process and in-

involve constant reflection from both teachers and students to guide the next steps in learning and provide the motivation needed for future progress.

The diversified use of measurement tools and assessment methods is essential for evaluating the entire range of student competencies. Another key indicator is correlating assessment methods with the educational objectives established in the curriculum. Harlen argues that assessment must be aligned with learning objectives to accurately measure student progress and provide relevant information about the achievement of competencies [5].

Assessment should be a process that stimulates student motivation, not just a means of measuring performance. J. Hattie and H. Timperley stress that non-stressful assessments, focusing on constructive feedback and personal development, contribute to increased student motivation and active engagement in the learning process [7]. However, an evaluation that completely eliminates stress can undermine the necessary challenge to stimulate student development. Student motivation is often influenced by the level of challenge they feel during evaluations. Therefore, assessments must be balanced, offering both support and challenge to stimulate progress.

In addition, the active involvement of students in the assessment process through self-assessment and peer assessment is an essential indicator of assessment efficiency. These practices allow students to take responsibility for their own learning process, become more aware of their competencies, and develop metacognitive skills. Wiliam emphasizes that self-assessment and peer assessment help students develop critical reflection skills on their progress, enhancing their autonomy in the educational process [14].

In line with qualitative indicators, monitoring learning outcomes can also be achieved through quantitative indicators. Quantitative indicators in evaluation monitoring are numerical measurements that allow an accurate assessment of the learning process and student progress. These provide concrete and measurable information about the efficiency of evaluations and their impact on learning. Thus, the following aspects of the efficiency of learning outcomes assessment can be monitored:

- The frequency of formative assessments;
- The frequency of summative assessments;
- The average time to provide feedback after assessment;
- The percentage of students who show progress, improving their results from one assessment to another;
- The percentage of tasks and assignments completed by students by the set deadline;
- The percentage of students passing summative evaluations at the class level;
- The number of different assessment methods used (written tests, oral assessments, practical projects);
- The percentage of students actively participating in self-assessment and peer assessment processes.

Monitoring these quantitative indicators provides a clear picture of the assessment process's efficiency and allows for quick and effective adjustments to improve learning. Assessing learning outcomes should not only be a process of measuring final performance but also a tool for guiding and stimulating student progress. The use of well-defined indicators helps create a balanced learning environment in which every student has the opportunity to reach their maximum potential.

Conclusions

The monitoring of student learning outcomes is more than a simple mechanism for controlling school performance. It becomes a dynamic tool that can stimulate authentic learning and continuous progress for both students and teachers. The importance of this process lies in its ability to provide timely and useful feedback, identify weaknesses and barriers within the educational process, and make real-time adjustments to teaching and assessment methods.

A well-constructed monitoring system, based on quantitative and qualitative indicators, provides concrete and measurable data that can guide educational interventions and strategies. This process becomes a catalyst for quality education, aligned with the needs and potential of every student.

Beyond the evaluative aspect, effective monitoring supports the development of a culture of reflection and continuous improvement, where feedback is not just an outcome of evaluation but also an active resource for the evolution of the entire educational process. Thus, efficient evaluation monitoring becomes an

essential process for the cyclical and flexible development of the curriculum, contributing to the constant adaptation of education to contemporary realities and challenges.

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