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**PORTFOLIO-COMPONENT PART OF THE COGNITIVE COMPETENCES
ASSESSMENT SYSTEM FOR PUPILS AND STUDENTS**

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Abstract. *Portfolio for all subjects in the pre-university and university education system plays an important role in the educational process, being justified by the need to measure the efficiency of the training process, to obtain relevant information on pupils and student outcomes. The portfolio provides the necessary feedback to all those involved in education. Portfolio is a set of actions and operations that create good mood, awakens motivation to explore, discover and independently acquire new content or in co-operation.*

The portfolio is made in a certain context, which depends a lot on the age of the one who draws it up, on the specificity of the discipline, taxonomic level of the factors that determine the choice of the teaching strategy by the teacher. The portfolio confirms what the pupils/students know and what they are capable of mastering.

Keywords: *didactic activity, education, development, portfolio, self-training, evaluation, self-evaluation, communications, recovery, development.*

Actuality. An important part of the modernized curriculum is the evaluation, which has to pursue a dual purpose: control and guidance. The assessment will be carried out by the teacher during all the activities of the educational process and will focus not only on the formed competences, knowledge in terms of information, but also on skills, abilities, qualities and attitudes.

In order to observe pupils' / students' performance and to identify the difficulties and gaps in the educational process, it is recommended to use the following types of assessment:

1. Initial evaluation;
2. Current evaluation;
3. Final evaluation.

In the initial evaluation, the questionnaire, composition, essay, interview will be used,

which serve as a basis for the subsequent effective development of the educational process.

The current evaluation aims at assessing the results of the subjects during the educational process (at each lesson). It provides the teacher with a feedback (reverse link), based on which the teaching process is adjusted to its objectives.

The final evaluation is carried out after studying each department in the curriculum, at the end of the semesters or at the end of the academic year.

We will mention that the evaluation of the educational objectives related to the formation of cognitive competences, of some capacities, requires the use of non-traditional methods of evaluation:

- Project;

- Investigation;
- Self-evaluation;
- Portfolio.

The portfolio is a complex evaluation tool that incorporates the results obtained through other assessment techniques (oral, written, practical tests, systematic observations of school, projects, essays, self-evaluation behaviour). The portfolio is a kind of visiting card for the pupil / student, where their progress is recorded from one learning unit to another, from one semester to another, from one academic year to another.

The purpose of portfolio development is to confirm that what is foreseen in school and academic curricula and didactic projects developed by teachers is well known and appropriated by pupils and students. The portfolio is realized in a certain context, which depends very much on the age of the teacher, the specificity of the discipline, the taxonomic level of the factors that determine the teachers' choice of the didactic strategy (objectives / goals, motivation level, quantity and complexity of content didactic level, the level of pupils' / students' training, reserved the time, the previously applied didactic strategies and the professionalism of the teacher [2, p.95].

Methods of research. The portfolio is a complex evaluation tool that incorporates the results obtained through other assessment techniques (oral, written, practical tests, systematic observations of school, projects, essays, self-evaluation behaviour). The portfolio is a kind of pupil's / student's visiting card, in which their progress is recorded from one learning unit to another, from one semester to another, from a school / university year to another.

For example, the theoretical lessons of physical education conducted with high school pupils or at English language lessons conducted with SUPES students, special attention is paid to the individualisation of learning, which contributes to capitalizing on the efforts of pupils and students.

In this context, the following techniques are applied:

- individual worksheets (development, self-training, recovery)
- individual curriculum tasks (different subjects in the curriculum, thematic, differentiated, attractive essays, which must correspond to the intellectual development of pupils and students;
- individual training in the form of meditations, consultations etc.

The learning and assessment activity provides pupils and students with the opportunity to demonstrate their progress in training motor skills, developing cognitive skills, etc., which would lead to self-affirmation.

The contents of a portfolio will include:

1. Outcomes of Pupils and Students Activity:
 - various essays, abstracts, papers, etc. on themes in the curriculum of the study discipline:
 1. Healthy lifestyle (vth form);
 2. Harmful factors to human health (VIth form);
 3. Harmonious physical development of man (VIIth form);
 4. Olympic Movement in the Republic of Moldova (IXth form);
 5. Hypodynamics and human health (Xth form);
 6. Acquiring the professional lexicon and using it in various communication situations (SUPES);
 7. Cultivation of working skills with the dictionary for the translation of specialized texts from various bibliographic sources (SUPES);
 - Verification tests;
 - Biographies of sports personalities;
 - Pictures accompanied by short comments by Olympic athletes and others;
 - short essays of a general nature that are not contained in the curriculum;
 - copies of lessons-formulas to appreciate the level of effort capacity, appreciation of individual heart rate to physical effort;

- interviews taken by students from athletes participating in the Olympic Games;
 - Videotapes containing practical, individual, group activity, participation in sports celebrations. The content of the portfolio is determined by the teacher, but the student is free to introduce in these materials which he / she deems necessary and that is the best. In general, the portfolio confirms what pupils / students know and what they are capable of doing.

In determining the purpose of a portfolio, the teacher in partnership with pupils / students must first answer to different types of questions:

- What is the content-facts, laws, theories-assimilated in this chapter (theme, sub-competences of training)
- What students should be able to do (recording observations, creating a problem situation and solving it, structuring an argumentation, or interpersonal communication in pupil-pupil, teacher-pupil and student-teacher relationships)
- What are the attitudes that students should develop in portfolios.

The purpose of the portfolio is also determined by its destination or receiver or (person, pupil, student, institution), given that a value analysis will be made on the pupil / student basis.

The portfolio will serve:

- As a teacher assessment tool (a cumulative portfolio model as a source of information) or as a pupil / student self-assessment tool that can include the relevant milestones of their progress;
- As an assessment tool for parents, the portfolio containing the best pupil / student products.

As a result, according to the opinion of some specialists, portfolio uses are numerous, in direct relation to the purpose for which it was designed [3].

Another key element of the portfolio is the context, which must be taken into account in its development. The dimensions of this

concept can be: the age of pupils / students; the specifics of the discipline: their needs, abilities and interests, etc.

Portfolio design includes, in fact, both the purpose and the context, elements whose role has already been mentioned.

The most important decision in portfolio design is the one that focuses on its content, identifying representative elements for pupil / student activities.

Another important decision in portfolio design is related to:

- The number of topics, sub-competencies that the portfolio must contain;
- How will they be systematized;
- Who decides on their selection (a possible variant: the teacher describes the content requirements of the portfolio and the student chooses the evidence they consider representative).

It is significant that the entire content of the portfolio is reported to some clearly-defined standard requirements at the time of design and known prior to its actual realization.

An important function of the portfolio consists in investigating students' /pupils' products, which usually remain unexplored in the evaluative act, and are an incentive to carry out a whole range of activities (not just the preparation for knowledge tests).

Each of these constitutive elements of portfolio is currently evaluated. If there is a global appreciation of the portfolio then clear evaluation criteria are set, which will be accessible to students before they start designing and completing the portfolio.

The formative valences of the portfolio as a valuation method are:

- Allow the teacher to get reference points and gather information about the pupil's activity, thus giving him the opportunity to show what he knows in a variety of contexts and situations;
- Provides the teacher with an up-to-date image of student performance and an overview of the general profile of student knowledge.

- Ensures an interactive realization of the teaching-learning act, adapted to the needs of personalization of the work tasks for each pupil.

We mention that this method of assessment has been used for many years in the Theoretical High School "Alec Russo" of Cojusna, Straseni and the State University of Physical Education and Sports in Chisinau.

The evaluation and self-evaluation of the results obtained by pupils and students is an integral part of the educational process, both in physical education in lyceums and foreign languages taught at the State University of Physical Education and Sport, being also an important and difficult aspect of the special teaching of education in the Republic of Moldova [1, p.12].

Increasing the formative weight of assessment methods consists of combining all forms and techniques for assessing the cognitive, affective competences of pupils / students.

Therefore, the portfolio is a technique that should be used in the educational process for both the consolidation of knowledge, the formation of cognitive skills, and for their evaluation. The portfolio reflects how pupil / student is trained from a conceptual point of view to various subjects, contributes to the objective examination, assessment and score of the school results to minimize the risk of error. Using the portfolio in the educational process accelerates learning process, captures pupils and students, increases work efficiency, awakens interest, will and love to know as much as possible [4].

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Results of research. The use in the training-educational process of the Portfolio leads to an increase of the formative weight of the continuous assessment methods, which combine with the improvement of all forms and techniques of verification of the cognitive results. We have also noticed that the use of our methodology, We refer to Pupil-Student **Portfolio** during one year of study, contributes to the intensification of the instructional-educational process in the subject of Physical Education (cognitive domain) and in English, first of all accelerates the process of acquiring, increases work efficiency, forms motivation, interest, will and love to know as much as possible.

Conclusions

Portfolio is a set of actions and operations that create good mood, awakens motivation to explore, discover and independently acquire new content or in co-operation. Through the portfolio, pupils, students develop their attention, logical thinking, perception, memory. Portfolio development requires pupils and students to have creative work and serious attitude.

In both physical education lessons and modern language lessons, the portfolio can be used, taking into account the pupils / students' age peculiarities, their interest and the level of their cognitive training. It is important that the intellectual effort of pupils and students is stimulated, encouraged and evaluated objectively in order to mark the performance of subjects achieved in the educational process.