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CLASS TEACHER'S PERCEPTION OF DESCRIPTIVE EVALUATION

Abstract: It is approved since long time ago that the evaluation in the primary schools is significant. During the fast scientific and technological achievements and intense social changes, a tendency of achieving qualitative educational process has appeared which particularly distinguishes the role of evaluation in the entire educational system. The primary school reform in 2003-2004 especially has foreseen numerous changes in every part of school system. One of the innovations was the descriptive evaluation for the first grade students, instead of numerical evaluation. The significance and the necessity for intensive search of descriptive evaluation increase due to that. Considering the fact that we have been using the descriptive evaluation for ten years, it may be assumed that it is time long enough to gain valuable experience of the implementation the one and to be aware of the advantages and disadvantages, as well as to oversee our success in using of the mentioned system of evaluation. The aim of this research is to question closely for the first-grade teachers' opinion about the descriptive evaluation. The research problem is reduced to asking for the teacher's opinion about the introduction, objectiveness and influence of descriptive evaluation on the students' motivation. Data was gathered by conducting the survey. The teachers of the first four grades of primary schools in Kraljevo were questioned, and the sample was made of 151 examinees. The data about the usage of descriptive evaluation in the primary schools shows that the slightly negative attitude prevails among the primary school teachers.

Key words: class teachers, evaluation, quality of evaluation, achievement, standards.

INTRODUCTION

Regardless of which area of human activity we are talking about, it is noted that the man always tries to evaluate and estimate, using different mechanism, the results and effects of achieved activities. Monitoring and evaluation of student progress and development which now receives the attention not only of students and parents, but also the wider professional and public in general, has been existing since the appearance of the school as an institution. Consequently, checking the effects of organized educational work has a long historical development.

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Evaluation is “old”, but always actual problem of pedagogical theory and practice. It is one of the fundamental, but at the same time the most sensitive element in the educational system. The problem of evaluation is always present, since it is of great public concern.

Throughout history evaluation is expressed in a variety of ways, primarily referring to the numerical system and the descriptive evaluation. Depending on historical period as well as of current aims and goals of the educational system, the numerical and descriptive evaluation has had a different level of significance. Numerical evaluation has a long history, in spite of the fact that there are more and more objections that it is simple and subjective. Worldwide, lately in our country, by introducing system of descriptive evaluation it is found the possibilities and ways of overcoming the weak points of numerical evaluation.

In Serbia, the system of descriptive evaluation has been introduced at 2003/2004 in the first grade of primary school. Although at the beginning there was fear of success and effects of using the descriptive evaluation in primary schools, in spite of all it has been holding out for ten years. Therefore, it is considered important to re-examine again, from a time distance, the opinion and attitude of the teachers of all first four grades about the descriptive evaluation based on which we perceive the success of using the descriptive evaluation in Serbia.

The numerical evaluation is usually criticized for not having a clear access to what student knows, and what he doesn't know, what are his good features and his weaknesses, as well as for not knowing student's individual interests, affinities and abilities. It is suggested descriptive evaluation to be introduced in order to create complete picture of student's development, accomplishment and eagerness.

In Pedagogical lexicon (1996), the descriptive evaluation is defined as a statement of student's accomplishments (results, effects, outcome) in education descriptively, that is thorough description (statement) of student's accomplishment (quantitatively and qualitatively), where does he stand out, what is he lacking ...; since it is complicated and demands long period of time, teachers are not supporter of the descriptive evaluation, they reduce to few standard sentences (“entirely assimilated subject material”, “satisfactorily” and the like).

In what way is defined descriptive evaluation in pedagogical and didactic literature? The descriptive evaluation is defined as the system of evaluation that using the set of statements in order to show level and quality of student's accomplishments in compare to established aims in advance for particular subject (Smiljanic, 1996). Gojkov (1997) the descriptive evaluation is defined as evaluation with words, where the evaluated subject is divided into parts and for each part is defined with one or more success indicators. Group of authors, in the book “Ocenjivanje za razvoj učenika” defines the descriptive evaluation as the evaluation when the students are given information about their work in the form of conversation or written notes. Therefore, the descriptive evaluation is always analytical evaluation (Havelka *et al.*, 2003). In one of the sources that address the problem of descriptive evaluation is noted the following: “The descriptive evaluation

evaluates particular components of students' personality. It means that beside quantity of assimilated knowledge quality of the assimilated knowledge is valued, as well as understanding of assimilated facts and generalization and possibilities of using the assimilated knowledge in a new situations and practice in general. This evaluation values the student's relation to work, his learning habits, aptitude and abilities, as well as student's objective capability for studying" (Kačapor et al., 2005:52).

From the mentioned assumptions, we note that the descriptive evaluation tries to recognize, as much as possible, student's work and achievements. Using the descriptive evaluation we can consistently monitor, introduce, evaluate and stimulate the development of the student's personality in all. The descriptive evaluation beside the quantity of assimilated knowledge values the quality of the assimilated knowledge as well as understanding of assimilated facts and possibilities of using the assimilated knowledge in everyday situations. We can also comprehend student's studying habits, interests, features, power of imagination, observation and attention and so on (Smiljanić, 1996).

In the history of our education it was registered that the descriptive evaluation was tried to be introduced several times (Law on Education in Primary schools from 1956 and Law on Education in Primary schools from 1978). At that time the descriptive grades were represented in levels which was expressed with letters A, B, C, where A was the highest and the C the lowest. As we can see, that kind of descriptive evaluation just substituted numbers with letters and the basic system of evaluation remained the same (Gojkov, 1997). At the beginning of the school year 2003/2004 in Serbia the reform of educational system predicted, beside other numerous changes, introduction of the descriptive evaluation in the first grade of primary schools. Today it has been used the descriptive evaluation in the first grade of primary schools and numerical in all others. The other countries, using the descriptive evaluation, have also recognized the significance of the descriptive evaluation and it has become the integral part of the educational system. Some of the countries where the descriptive evaluation is used are France, Germany, Swiss, The USA, Finland and others (Matović & Pavlović-Babić, 2005).

Two crucial features of the system of descriptive evaluation which stands for its objectivity are *analyticity* and *comprehensiveness*. The system of descriptive evaluation implies *analytical approach*, where the subject of evaluation is divided into adequate areas and each area has its indicator of achievement, so that based on descriptive grade we can see student's progress in each area. Based on this evaluation, in contrast to numerical grades, which are global by its nature, student gets more information about his work and achievements. Giving the student more information about his work, he is able to understand the descriptive grade. The descriptive grade enables student to have a clear view of quality and quantity of his own progress (Havelka et al., 2003). The descriptive evaluation is *comprehensive*. It shows not only the quantity of knowledge that student assimilated, but also kind of knowledge, methods and ways of studying. Apart from that, the descriptive evaluation tells us not only of assimilated knowledge, but of level of understanding and ability of using in new situations as well (Danolić, 1984). Therefore, the descriptive evaluation represents comprehensive and versatile approach in the students' evaluation.

Most of the authors, when they are talking about the descriptive evaluation, highlight their motivation part. Giving students clear, detailed and concrete information about their work make them more motivated. Beside mentioned, formulation of grade, as well as positive comments, can positively affect the student's motivation. Low numerical grade can affect student insultingly, exactly that the descriptive evaluation avoids. The purpose of the descriptive evaluation is to contribute students' progress and development and it is used as a way of motivating students to achieve better results. Evaluation shouldn't be a way for punishing students, but the way that should positively influence on student's studying and progress.

The research of the descriptive evaluation has double purpose. On one level, the results of the research may contribute to the development of pedagogical theory, especially didactics. On the other hand, research knowledge can be important for improving of educational practice. First of all, researching the descriptive evaluation we question the existing opinion of teachers, and based on that knowledge we plan further changes in practice. The research will come up with the information which can give direction for further research of this problem, but also to influence on planning of improving current school practice.

Research methodology

Today, after using the descriptive evaluation in our schools for relatively long period of time, it can be asked what teachers' in primary schools think about the descriptive evaluation, as they are direct users of the descriptive evaluation and the most appropriate to talk about it. Therefore, the *subject of research* is the opinion of the teachers in primary schools about the descriptive evaluation.

Basic terms of the research are: the opinion of the teachers in primary schools and the descriptive evaluation. *The teachers' opinion about the descriptive evaluation* includes opinion about the introducing the descriptive evaluation in primary schools, its objectivity, as well as connection between the descriptive evaluation and the student's motivation for studying and teaching. In this research work, the term *descriptive evaluation* is the way of evaluation where the student gets return information in the written form about his work and the subject of evaluation.

The aim of this research is to examine the class teachers' opinion about the descriptive evaluation.

The research tasks, which derive from the defined aims, are:

- To determine the teachers' opinion about the introduction of the descriptive evaluation in primary schools,
- To determine the teachers' opinion about the objectivity of the descriptive evaluation,
- To determine the teachers' opinion about the connection between the descriptive evaluation and student's motivation for studying and teaching,
- To determine the level of connection between the teachers' opinion about the descriptive evaluation and the years of employment,

- To determine is there difference between the teachers' opinion about the descriptive evaluation and the level of professional qualifications.

Starting hypothesis of the research is: we assume that the teachers have a positive opinion of the descriptive evaluation.

Secondary hypotheses of the research are:

- It is assumed that teachers have a positive opinion about introducing the system of descriptive evaluation in primary schools;
- It is assumed that teachers positively estimate objectivity of the descriptive evaluation;
- It is assumed that teachers positively estimate connection between the descriptive evaluation and the motivation for teaching and studying;
- It is assumed that there is connection between teachers' opinion about the descriptive evaluation and the years of employment;
- It is assumed that there is connection between teacher opinion about the descriptive evaluation and the level of professional qualifications.

In this research the sample consist of 151 class teachers from 9 primary schools in Kraljevo. The sample is well-chosen. The examinees were the class teachers who have been using the descriptive evaluation in their working experience.

The primary schools where the research was taken are the following: "Djura Jakšić", „Živan Maričić“, „Sveti Sava“, "Vuk Karadžić", "Svetozar Marković", "Dimitrije Tucović", "Čibukovački partizani", "IV kraljevački bataljon" and " Jovo Kursula".

Variable in the level of professional qualification had 2 categories:

- University level qualifications: The Teaching faculty, Faculty of Educational sciences,
- Higher qualifications: The College of Education, Pedagogical Academy.

Most of the teachers in the sample have university level qualifications, or 73.51%, 26.49% of teachers have higher qualifications.

Variable in years of employment is divided into 3 categories:

- Teachers with up to 10 years of employment,
- Teachers who have between 11 and 20 years of employment,
- Teachers who have between 21 and 35 years of employment.

Most of teachers belong to those between 11 and 20 years of employment that is 41.06%. The second place belongs to teachers who have between 21 and 35 years of employment, which is 38.41% and 20.53% of teachers with up to 10 years of employment.

Starting from the subject of the research, aim and tasks, as well as the defined hypothesis, the descriptive method was being used. Using the descriptive method we are able to comprehend the teachers' current opinion about the descriptive evaluation. In this research we conducted a survey, and we gathered the needed data using questionnaire.

Data processing used registered frequencies and percentage calculation, as well as arithmetic mean to obtain the average value. For testing hypothesis that is emphasizing the difference among variables, hi-square and C coefficient were used. The mentioned technics were used for dependent variable: the opinion of the teachers about the descriptive evaluation and independent variable: the years of employment and level of qualifications.

Analysis and data interpretation

The system of descriptive evaluation has been using for ten years in our educational system. With the research we wanted to examine teachers' opinion about the descriptive evaluation, considering the fact that they are directly using the system of descriptive evaluation. We tried to estimate how the teachers' are consonant with introduction the descriptive evaluation in the first grade.

The question in the questionnaire, that seeks the teachers' opinion about the introduction of the descriptive evaluation, is: "Is it necessary to apply the descriptive evaluation in every subject?" (Table 1).

Table 1 – Teachers' opinion on using the descriptive evaluation in every subjects

Is it necessary to apply the descriptive evaluation in every subject?	F	%
Only in first grade	45	29,69
In all four grades	9	6,25
It shouldn't be used in any grade	97	64,06
Total:	151	100

Analyzing data from the Table 1, we can see that most of the teachers (64.06%) consider that the descriptive evaluation shouldn't be used in any grade slightly lower percentage believes that the descriptive evaluation should be applied in the first grade, while 6.25% teachers believe that descriptive evaluation should be applied to all the years of primary schools.

The obtained results indicate that teachers believe that the system of descriptive evaluation is not an appropriate method of assessing achievement and student development, in particular not in all the years of primary school.

As already mentioned, our educational system provides for the use of descriptive evaluation in first grade in all subjects. Question: "In which subjects of primary school it is desirable to apply descriptive evaluation?", we tried to examine the approval of teachers' opinion about the current practice of applying the system of descriptive grading. The table below shows the responses of the teacher asked.

Table 2 – Teachers' opinion on the introduction of descriptive assessment

<i>In which subjects in primary school it is desirable to apply the descriptive evaluation?</i>	F	%
Mandatory and optional subjects	24	15,89
Only mandatory subjects	15	9,94
Only optional subjects	70	46,36
It is not advisable to apply to any of the mandatory or optional subjects	42	27,81
Total:	151	100

Data from the Table 2 show that the highest percentage of the teachers (46.36%) considered it desirable that descriptive evaluation applies only in the evaluation of optional subjects in the first year of primary school. Percentage of teachers who wouldn't apply the descriptive evaluation, either on the mandatory or optional subjects is 27.81%. Only 15.89% of all teachers advocate for the descriptive evaluation to be applied in the evaluation, both the mandatory and optional subjects, while significantly lower percentage of the teachers believe that descriptive evaluation should only be used in the evaluation of mandatory subjects

The teachers' replies show us the fact that among teachers dominated the resistance to the introduction of the system of descriptive evaluation in the first grade of primary school. A certain degree of justification of the descriptive evaluation, teachers see in the application of this system in the evaluation of the optional subjects. Nearly half of the teachers, who have participated in the research, have declared for the descriptive evaluation and that it should be used in the evaluation of optional subject.

As one of the advantages of descriptive evaluation system, objectivity is often cited in the literature. Considering the fact that the subject of evaluation is divided into pieces, and that there is an individual approach to each student in order to evaluate his progress, the authors often refer to descriptive evaluation as to one that achieves greater objectivity in the evaluation of student's progress, development and work.

The second task of our research is just focused on testing teachers' opinion about the objectivity of descriptive evaluation. One of the questions in the questionnaire was: "Does the use of descriptive evaluation contribute more to objective evaluation of student achievement?" (Table 3).

Table 3 – Teachers' opinion about the objectivity of the descriptive evaluation

<i>Does the use of descriptive evaluation contribute more to objective evaluation of student achievement?</i>	F	%
Yes	43	28,48
No	108	71,52
Total:	151	100

Data from the Table 3 show that even 71.52% of the teachers gave a negative answer to the question. The vast majority of examinees believe that the descriptive evaluation contributes to more objective perception of student's achievement. The reason why is so, we might look for in the absence of numerical scales in the descriptive evaluation, which enables the numerical expression of student's achievement. The lack of quantitative expressions of students' achievement is reflected in the teachers' opinion that the description cannot give an objective picture of students' achievement.

In our study, we started from the assumption that if the descriptive evaluation is an objective form of assessment of students' achievement, then it contributes to the whole some familiarization with students' personality. Therefore, one of the questions in the questionnaire was: "Does the descriptive evaluation help to know the personality of each student better?".

Table 4 – Teachers' opinion about the objectivity of the descriptive evaluation

Does the descriptive evaluation help to know the personality of each student better?	F	%
Yes	47	31,13
No	104	68,87
Total:	151	100

Considering the fact that the majority of the teachers did not estimate that the descriptive evaluation is more objective means of evaluation of students' achievement, it is understandable why a large percentage of the teacher pleaded that the descriptive evaluation did not help to be more comprehensively introduced with students' personality (68.87%).

Although the literature points out that descriptive evaluation contributes and facilitates comprehensive introduction with students' personality, the teachers who have participated in the research do not think so.

It is assumed that the teachers because of years of experience in the application of numerical grading system, consider that a descriptive mark, which consists of several short and often formal statements about the student and his development, it cannot replace a numeric mark, that allows comparison of student's progress during certain period of time in school, as well as comparison among themselves and their progress.

Apart from the teachers' assessment whether descriptive evaluation contributes to more objective assessment of students' achievement and learning about his personality, they were required to declare whether the descriptive evaluation allows a more objective assessment of the work and progress of students. Responses are shown in the Table 5.

Table 5 – Teachers' opinion about the objectivity of descriptive evaluation

Does the descriptive evaluation enable more objective assessment of students' work and progress?	F	%
Yes	39	25,83
No	112	74,17
Total:	151	100

Based on the obtained data, we can conclude that the small percent of the teachers believes that the system of descriptive evaluation contributes more objective assessment of the work and progress of students, only 25.83%, while on the contrary the majority answered negatively (74.17%).

Based on the analysis of the teachers' response to questions related to the investigation of the objectivity of the evaluation, we assume that the main reason why they do not consider descriptive evaluation as more objective method of evaluation lies in the long-lasting habit of evaluating students' achievement, development and progress with numbers. And, due to the fact that descriptive marks are not mutually comparable increases their skepticism that this form of evaluation can be more objective.

It is assumed that the teachers' opinion about the objectivity of descriptive evaluation is also influenced by the very form of descriptive marks, which in practice consist of a few brief comments, which are mostly general and not appropriate for each student individually.

One of the tasks of the research was to examine teachers' opinion about the connection between descriptive evaluation and students' motivation for learning and teaching. It was started from the assumption that descriptive evaluation can influence positively, negatively or that it has no influence on students' motivation for learning and teaching.

The Table 6 shows teachers' responses to the question about the impact of descriptive evaluation on students' motivation.

Table 6 – Teachers' opinion of connection between the descriptive evaluation and students' motivation for teaching and learning

Does the descriptive evaluation influence on students' motivation?	F	%
Positive	26	17,22
Negative	22	14,57
No influence	103	68,21
Total:	151	100

From the Table 6, it is observed that a large percentage of the teachers considered that descriptive evaluation does not affect the students' motivation, a much smaller

percentage of them pleaded that descriptive evaluation negatively or positively affect the students' motivation. A slightly higher number of them pleaded that descriptive evaluation positively affects students' motivation, then negatively.

Connection between descriptive evaluation and students' motivation arise from the procedure of application of descriptive evaluation system, where students regularly receive detailed information about their progress, as well as directions for future work that may help to increase students' motivation for further work. Also, the descriptive grades with positive comments can have a positive influence on students' motivation. However, on the other hand, the absence of numerical grades and opportunities for students to compare and compete with each other can reduce the external motivation of students.

In order to check the attitude of teachers, the statements are formulated in order to examine the teachers' opinion about mentioned characteristics of the descriptive evaluation that may affect students' motivation for learning and teaching. The following table presents the mentioned question and the teachers' answers.

Table 7 – Teachers' opinion about the connection between the descriptive evaluation and students' motivation for learning and teaching

Agree with the statements: (5- I fully agree, 4 - Agree, 3 - I am undecided, 2-Disagree, 1- Strongly disagree).						Average grade
Regularly obtain detailed information about the level of progress, positive impact on students' motivation.	1	2	3	4	5	3,01
Instructions for further work, contained in the descriptive evaluations, motivate students.	1	2	3	4	5	3,09
Positive comments in the descriptive evaluation affects students to be more engaged in the work.	1	2	3	4	5	2,64
The lack of numerical grades, reducing the opportunities of mutual competition among students, thus students' motivation is less.	1	2	3	4	5	3,66

The average grades of the responses of the teachers in the Table 7 indicate that the results are consistent with those obtained in the previous question. In other words, most teachers believe that there is no connection between the descriptive evaluation and students' motivation for learning and teaching. The average grades of their responses are ranging between 2.64 to 3.66.

Although the average grades are above three for some statements, once more provided data on the connection between descriptive evaluation and motivation of students are below expectations. Although, it should be noted that the teachers' average grades on

allegations that regularly received detailed information about their progress, received work instructions, as well as positive comments of descriptive grade can help increase students' motivation for further work, point out the fact that certain benefits of the descriptive evaluation they have noted in practice.

But, perhaps most authoritative explanation of why there is a negative view of the teachers about the impact of descriptive evaluation of the students' motivation (Table 7) was obtained from the analysis of responses to the fourth question: *"The lack of numerical grade, reducing the possibility of mutual competition among students, thus students' motivation is less"*.

The data show that the highest average rating (3.66) points to the fact that descriptive marks cannot replace the numerical grades, when it comes to motivating students. In other words, we assume that among teachers prevail belief that students' mutual competitions to achieve numerical score, is reliable way of stimulating students for further study and work.

The correlation between teachers' opinion on the descriptive evaluation and the length of their working experience is based on the analysis of several questions and statements from the questionnaire. It was assumed that the question in the questionnaire: *"Do you need to apply descriptive evaluation in all subjects?"* reflects the teachers' attitude about the descriptive evaluation.

Table 8 – Teachers' opinion of the descriptive evaluation with regard to years of working experience

Is it necessary to apply the descriptive evaluation in all subjects:								
Answers	Total number of examinees		Years of working experience					
			Up to 10		11 - 20		21 - 35	
	Number	%	Number	%	Number	%	Number	%
Only in first class	45	29,80	11	36,67	22	29,73	12	25,53
In all four classes	9	5,96	2	6,67	2	2,70	5	10,64
It should not be used in any class	97	64,24	17	56,67	50	67,57	30	63,83
Total:	151	100	30	100	74	100	47	100
$\chi^2 = 4,23$			df=4			C=0,16		

From the Table 8 it can be seen that the teachers, who believe that the descriptive evaluation is required only in the first grade, in the highest percentage are consisted of the teachers who are in the category up to 10 years of working experiences. As the number of years of working experiences increases, the percentage of teachers who are for the implementation of the descriptive evaluation only in the first grade decreases. The using of descriptive evaluation in all lower grades is negatively evaluated in general, but the highest percentage of the teachers, who pleaded that descriptive grades should be used in all grades, are the teachers who belong to the category with the most years of working experiences. Approximately the same high percentage of them, regardless of the years of working experiences, considers that the descriptive evaluation should not be used in any classroom.

Based on comparison of the calculated $\chi^2 = 4.23$, with limit χ^2 values 9.48 and 13.27 for the appropriate number of degrees of freedom ($df=4$), and the desired level of significance of 0.05 and 0.01, we notice that the calculated χ^2 is lower from limit. Therefore, it can be concluded that there is no statistically significant difference in the teachers' opinion whether it is necessary to use the descriptive evaluation in all subjects (only in first grade, in all lower grades or should not be used), depending on years of experience.

Question in the questionnaire, "In what subjects of primary school it is desirable to apply descriptive evaluation?", also provides an opportunity of viewing the teachers' prevailing opinion of the descriptive evaluation. The following table presents the responses into three categories, depending on the length of working experiences.

Table 9 – Teachers' opinion of the descriptive evaluation without regard to the length of work experience.

In which subjects in primary school it is desirable to apply descriptive evaluation?								
Answers	Total number of examinees		Years of the working experiences					
			Up to 10		11-20		21 – 35	
	Number	%	Number	%	Number	%	Number	%
Mandatory and optional subjects	24	15,89	8	25,00	9	11,84	7	16,28
Only in mandatory subjects	15	9,93	5	15,63	10	13,16	0	0,00
Only in optional subjects	70	46,36	8	25,00	32	42,11	30	69,76

It should not be applied in any grades	97	64,24	25	62,50	72	66,06
Total:	151	100	40	100	111	100
$\chi^2 = 0,25$ df= 2 C=0,04						

In order to determine whether there is a statistically significant difference in the teachers' opinion on the above mentioned issue, we calculated χ^2 , which is 0.25. After examining the limits of 5,991 and 9,210 for the appropriate number of degrees of freedom (df = 2), and the desired level of significance of 0.05 and 0.01, we can conclude that the amount of χ^2 is less than the limit value, and therefore there is no statistically significant difference among the teachers' opinion.

Thus, the teachers, regardless of their level of education, think that the descriptive evaluation should not be used in any classroom. Assuming that it directly reflects the opinions, the teachers' responses on the question from the questionnaire has been analyzed: "In which subjects of the primary school, it is desirable to apply descriptive evaluation?". The answers are presented in the Table 11.

Table 11 - The opinion of the teachers considering the level of their qualification

In which the subjects of the primary school it is desirable to apply descriptive evaluation?						
Answers	Total number of examinees		The level of qualification			
			Higher education – VI		University level of qualification – VII	
	Number	%	Number	%	Number	%
Mandatory and optional subjects	24	15,89	8	20	16	14,41
Only in mandatory subjects	15	9,93	0	0,00	15	13,51
Only in optional subjects	70	46,36	17	52,50	53	47,75
It is not desirable to apply in any subject	42	27,81	15	37,50	27	24,32
Total:	151	100	40	100	111	100
$\chi^2 = 7,99$ df= 3 C=0,71						

By comparing the calculated $\chi^2=7.99$, with χ^2 limit values of 12,592 and 16,812 for the appropriate number of degrees of freedom (df = 3), and the desired level of significance of 0.05 and 0.01, we observe that the calculated χ^2 is larger than 7.815 and lower than 11.345 limit value. According to that, we conclude that there is a statistically significant difference in the opinion of the teachers, and at the level of 0.05, whether you need to apply the descriptive evaluation in mandatory and optional subjects, or only in the mandatory subjects, or only in optional subject or that it is not desirable to apply in any subjects, which is depending on the level of qualifications. The obtained data with certainty of 95% allows us to claim that there is a statistically significant difference in their

opinion on the issue in question. First of all, there is the difference of opinion because teachers with higher education in higher percentage stand for the use of descriptive evaluation in the mandatory and optional subjects, while teachers with university level of education generally think that the descriptive evaluation should be applied only in optional subjects.

CONCLUSION

The descriptive evaluation arose as a reaction to shortage of traditional forms of evaluation. The numerical evaluation system was criticized for showing only a quantitative picture of the progress and achievement of students, and it does not show us the attitudes and beliefs that students bring into the class, how do they think and understand the subject, as well as how capable they are to apply their knowledge. Apart from the above mentioned reasons, the modern living conditions have led to the need of changing the teaching aims towards building functional knowledge, according to that there is a discord between the traditional and the students' expected results. As a reaction to the newly arisen situation the descriptive evaluation has been introduced.

If we take into account that the descriptive evaluation consists of providing continuous feedback on the progress and development of each student, it is expected that it will contribute to the formation not only comprehensive picture of students' progress, but also help teachers and students to define the next steps in learning and teaching. Also, the process and the form of descriptive evaluation should motivationally affect students and their commitment to studying. Exactly the efficiency of the mentioned characteristics of the descriptive evaluation is the subject of this study. In the further text it will be pointed out some of the conclusions of this research.

In the survey we started from the general hypothesis that there is a positive opinion of the teachers. However, by examining the data that we have got from analyzing the answers to the questions from the questionnaire, we realized that there are negative attitudes in general and the teachers' resistance to applying the system of descriptive evaluation in primary school.

The prevalence of the negative opinion of the teachers on the descriptive evaluation testifies large percentage of teachers' answers that the descriptive evaluation system should not be implemented in primary schools (64.06%). Also, a large percentage pleaded that if there is a descriptive evaluation in first grade then it should only be used in the evaluation of optional subjects, while they negatively estimate the application of descriptive evaluation of mandatory subjects, which leads us to the conclusion that the teachers have a negative opinion of the descriptive evaluation. The teachers' answers indicate that they perceive descriptive evaluation as an additional burden to their work.

The results obtained by analyzing the teachers' answers to the questionnaire, indicate that among primary school teachers prevail the opinion that descriptive grades do not provide an objective picture of students' achievement.

Examinees deny the assumption that descriptive evaluation contributes to better understanding of students' level and quality of their work, progress and achievements, as well as to more comprehensive introducing of students. The absence of the positive attitude of objectivity of descriptive evaluation directly reflects to the deepening of the negative attitude of the teachers on the descriptive evaluation in primary schools. As we have already mentioned, we assume that they see the numerical evaluation as the opportunity of more objective valuing the students' achievement and work, because in this way the success of students can quantitatively be measured and expressed.

In the literature as one of the key advantages of descriptive evaluation states a positive impact, with its content and form, of descriptive grades on the students' motivation. In our research we came to the data that the highest percentage of the teachers believe that descriptive evaluation does not affect the students' motivation, as opposed to them the significantly lower percentage of teachers believe that descriptive grades can positively or negatively affect the motivation.

Analysis of answers to one of question from the questionnaire, it was found that teachers in high percentage think that the numerical evaluation, as a source of competitive spirit, have influenced to a greater extent on the students' motivation then the descriptive evaluation. It potentially explains why there is a negative opinion in general of the teachers about the impact of descriptive evaluation on the students' motivation. The teachers give primacy to numerical evaluations in comparison to the descriptive evaluation. First of all, school practice believe that students at this age are easier to motivate by encouraging competition for the grade, then to motivate them with the content of descriptive grades.

The teachers, who participated in survey, generally have a negative attitude towards the introduction and application of descriptive evaluation in primary schools. It remains an open question why this is so. The causes can be found in the weaknesses of the descriptive evaluation, as well as the difficulties and problems in the application of descriptive evaluation that reflects on the attitude of the teachers which they form about the descriptive grades. However, we came to the conclusion that the teachers recognize the problems that exist in practice and are ready to give comments and suggestions to bring about improvement in educational practices in area of monitoring students' progress and achievement.

Although the results of this study showed that there is a negative attitude of the teachers on the descriptive evaluation, we cannot categorically assert that the introduction of descriptive evaluation is a bad solution for monitoring the progress and achievements of students. The results indicate that the introduction of innovations in the educational system should be accompanied by thorough and continuous support from direct practitioners, if we want to achieve results. If we want the descriptive evaluation to be part of our educational practice, it requires ongoing monitoring and evaluation of the results. It is necessary to organize regular advanced trainings on the descriptive evaluation, facilitate the exchange of opinions and experiences of teachers, as well as motivate them to be part of the innovations and renounce long-standing routines in evaluating students. Also, it is necessary to deal intensively, at a theoretical level, with the

problem of descriptive evaluation. In order to ensure successful implementation of the system of descriptive evaluation it is necessary, with new and more extensive studies, to continue to follow its use in teaching practice, and based on the results take the necessary measures if we want to improve the quality of work in the field of monitoring student progress and achievement. We can certainly argue that teachers need help and support in the application of descriptive evaluation and that if we wish the descriptive evaluation to express all good sides it is necessary a systematic development of practical descriptive evaluation, in accordance with their needs and requirements.

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