



Phenomenon That Happened in Assessment of Education World

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Abstract

The phenomenon that occurs in the world of education lately many models and kinds, massive in the Western hemisphere including the United States, the role and function as educators such as teachers, has been largely replaced by a quantitative assessment machine alone, by not considering other aspects of teaching practice in a manner comprehensive, mastery aspects in the field of science and professionalism of educators, both in the form of transfer of knowledge to students ,and in the form of scientific practice in the field in accordance with the theme and topic of discussion of the science being taught, why did it happen ... usually due to certain political interests of the person who disagreed with the teaching teacher profession or other factors that did not support it, so impressed the educated as marginalized in practice daily by the cukong-cukong rulers, who are less concerned with the fate of educators ,and the world of education in general.

Keywords: *Assessment; Educational Assessment; Education*

Introduction

Discussions about teachers' professional thinking has indicated the importance of respecting the nuances of their evaluation decisions and the human dimensions of their knowledge, although this documentation is sufficient, evaluation of school content has been taken with storm in certain Anglo-Saxon countries ,and in countries that follow their model with aggressive policies aimed at replacing teachers in their role of valuing learning, evaluation imposes the form and content of teaching. Technique without practical or theoretical wisdom turns out to be dangerous, in some countries, quantitative tests are imposed according two arguments centered on the validity of constructs of standardized assessments that actually hide other economic arguments, the teacher's knowledge then passes in the background, in this critical essay, researchers how to view this is questionable in research circles, for example, the illicit effect of generalizing quantitative standardized assessments, which despite their usefulness in certain contexts in view of specific goals, can violate individual freedom and the principle of equal opportunity for all, especially for linguistic minorities. The researcher then analyzes in what way the teacher's ability to assess and in what terms the human dimension is very important for assessment in the school environment, the researcher also approaches the underlying logic behind the abandonment of teacher assessment as the main reference by showing how the politics of this problem. Finally, the researcher

explores certain characteristics of this practical knowledge, the models that correspond to it, and some efforts to improve this knowledge within the framework of ongoing training.

Theoretical Views

The assessment instruments used in the school environment must not be separated from practical knowledge and from the theoretical conceptualization of where they came from, if not they are "revoked." This demonstration has been made by Aristotle (350 ac / 2004): technique only makes sense if guided by practical knowledge and caution for the purpose of theoretical wisdom. Kant (1784) has reinvested this demonstration; he deplored the absence of theoretical reasons behind the technical aims of instrumental logic, an argument taken by Habermas (2003): instrumental reasons only make sense when linked to practical reasons and theoretical wisdom, together they allow the social criticism necessary for the preservation of democracy, This demonstration, corroborated by Fuenmayor's critical systems' theory (2006) gives priority to human reason and is contextualized in procedures imposed by instrumental logic. For example in academic assessment, it should lead to the relationship of teacher-student assessment processes in Indonesia, rather than giving excessive force to instruments that are applied regardless of the context such as standard quantitative tests, Bain (1987) in a study of the school time, has noticed that at the level school average (11-15 years), 300 hours devoted each year to evaluation, obviously lost to learning, nowadays continues to multiply, because the political imposition of a form of accountability is influenced by the economic model, the evaluation guidelines applied in schools by the policies influenced by the New Public Management, particularly in the United States, provide a standardized evaluation of the central role in institutional accountability based on four principles: 1) measurable educational outcomes; 2) must be measured using scientifically valid instruments; 3) actors who enjoy autonomy are responsible for their actions; 4) schools must be governed by the results. Therefore, the evaluation logic and test construction is interrupted from the reality of schools and human realities that were targeted for evaluation, standardized assessments, based on industrial management models, acquired the political status of macro systemic regulation that was almost incompatible with clean human micro processes of teaching and learning however, "there is no clear empirical consensus regarding the benefits of this reform, "(Mons, 2009: 6), in addition, humans can see the impact of performance standardization on students from ethnic immigrant or low-income backgrounds, or people with disabilities. Public policies adopted in the United States, particularly in the analysis of institutional functions (Zulfakar, 2020), meet political and economic needs that can conflict with the dimensions of human relations needed in education, the relationship between praxis, instrumentation ,and disconnected wisdom because teachers are no longer grading, the forms of assessment introduced into the classroom on the pretext of not leaving children (No child Left Behind) give a sad picture of their limits when this assessment is combined with measures that create panic in children. Children, school staff and parents, (Zulfakar, 2019) mandatory school tests for administrative purposes have the effect of modifying teaching in a direction that has no pedagogical meaning and taking a lot of time at the expense of learning, in short, one wonders whether an evaluation philosophy that focuses on expected performance should not review to ensure that it does not lead to abuse, or even one form of Edgar Morin (1982) mentions state terrorism.

Teacher Standardization

Research on teacher evaluation practices has mainly been carried out by research teams far from the field, little use of participatory action research, self-ethnography or collaborative research, The social nature of testing, and has been analyzed regarding power relations, Brook hart (2004) for example studies the relative tension of applying assessment principles to trainees who are concerned with equitable and supportive social learning, Saracen, Tessier and Trouilloud (2006) studying the positive climate created by the teacher and how it stimulates student motivation, Black & William (2006) establishes the appropriate modality for implementing assessment, McMillan (2007) tries to limit the concept of fairness

in evaluation, Harris and Brown (2008) have conducted tests in the area of accountability relating to students and teachers, while Chip tin, Simon and Yahya (2010) do field notes relating to theories that become the basic reference in the evaluation process both theoretically and practically, psychologically and socially, effects that cannot be investigated without consulting the people who care most directly like teacher, in most cases In this research, we ignore or ignore the effects of new standard evaluation forms introduced on class life (Zulfakar, 2020), the perceptions have of the main players, students ,and teachers, in their article on 'tests at the end of the evaluation, " which emphasizes the importance for teachers to improve their ability themselves, especially in matters relating to the material presented to students in class formally, because if the teachers do not try to improve their skills, it is feared that their students will be left behind and instability will occur at the school where they teach the material that has been prepared, because it was also conveyed by the American Ministry of Education in recent years. He noted that to balance the situation based on the principles of justice, it is better to go further the logic of institutional accountability, because humans need a comfort zone for learning, many children and teachers are afraid and even hate tests, because their application most often ignores the principles of research on learning and motivation (Zulfakar, 2019), this follows from the absence of a conceptual relationship, between forced policies and education, requiring very uncomfortable realities, tests generally do not measure what schools want to teach, which is contrary to the proposition of accountability, we have little evidence to show that quantitative standardized academic assessments achieve their goals, and provide useful guidance in decision-making, "we act as if the test is valid, when we only have instructions weak and very limited, "(Baker, 2007: 310). Budget constraints and working hours most often forbid qualitative interpretations of children's performance, whereas qualitative evaluations conducted by the teachers themselves has more external, ecological validity.

In principle from the field survey conducted earlier, it can be drawn that teachers do not oppose the evaluation program, the most important thing for teachers is the program can foster enthusiasm for students in learning, as has been done successfully in New Zealand and the United Kingdom, where teaching professionalism is recognized (Annan, 2011; Timperley, 2011). When reforms are associated with professional development; when their goals are clear and teachers participate in the reflections needed for change, reform evaluation systems can prevent the emergence of strong inequalities between local programs ,and encourage team reflection around evaluation analysis (Behrens, 2006), in addition that is, teachers often criticize devices that are considered negative because they do not take into account the social characteristics of the target audience or because they need a 'narrowed learning curriculum program' (Jones, 2007), while the device, if applied in the field, tends to make teachers, students and schools institutions systematically cheating, and that is what has been obtained in a field implementation in Chicago and Ontario in Suede (Bélair, 2005) in several states that have generalized standardized assessments, there has been a decrease in the motivation of teaching staff whose perceptions about and professions become negative (deBard & Kubow, 2002), a more important phenomenon because schools welcome children from humble backgrounds, wages, seemingly weak results, fail to take into account students' social characteristics (Jones, 2007), this motivation can be explained by a feeling of professionalization, the test taking from the teacher a major part of their power to improve the situation of their students (Maroy & cattonar, 2002; Osborn, 2006), standardization was then considered as deskilling, failed in a semi-professional position, the teacher would no longer be judged based on his assignment, which gave him legitimacy to assess the progress of his students, this might be the reason that encouraged many teachers to criticize the mechanism with high stakes that the impact was assessed, in the last analysis, negative on the pedagogical approach.

Impact of Standardization

Standardized, provincial and national tests, have an adverse effect: they modify, for example, the actual content taught and decrease the general level and interpretation made from standard skills (Koretz, 2002), they result in hyper awareness that Weinberger (2007: 54) called,"accountability," a form of

"evaluative cannibalism", the teacher comes to teach according to standardize performance tests, which thus has the power of normalization (Igen-Igaenr, 2005), however, this can in some cases have a formative effect (Demailly, 2001), if evaluations are developed in a participatory manner with strong teacher associations, based on democratic goals (as opposed to authoritarian assessments), and if the change designer has a direct relationship with the field, a large capacity for trust and volunteerism, this rarely happens. Both regarding content and how they are integrated, tests limit the room for teacher freedom and competence. Having experienced various schedule, program, and verification constraints in several levels without forgetting the parental pressure, some teachers expressed the feeling that their contents were almost downgraded to the background due to strong quantitative standard assessment pressure, it seems important that children enter production molds which are determined by children's creativity increasingly restricted by appropriate goals, defined in measurable terms, that ensure a general calibration of the skills acquired, this model convinces politicians because it seems logical to think that if a child fails to achieve school goals, steps must be taken to assess possible causes, with remediation methods for children, development workshops for teachers, and economic constraints regarding poor performance for schools, but the mechanization of evaluation can lead to the loss of human values, students, and teachers manifest many health problems associated with high-risk test situations (Gregory & Clarke, 2003), in some countries such as America (although the situation can vary from country to country), which can have a serious impact if implemented until a warning is issued if it is actually done. To the principal if there is a decrease in performance on official tests, and then, after a period of strengthening measures that are supposed to revive the school deficit, school closure if it does not meet minimum performance standards, all this, for children, "that every parent does not want to leave," but those who travel daily on school buses, if schools are closed, will often multiply to reach, in other districts or villages, schools are more efficient. Mechanical evaluation, without practical understanding and wisdom, can produce, in such a context, the diaspora of the poorest children, scientific reports on this phenomenon are held back by the necessity of objectivity which forbids expressing anger, which can lead to such actions, harming many children, teachers, and schools, schools that are supposed to be environmentally, are being restored for non-educational purposes, standard quantitative evaluations play a major role in this operation, which under the guise of knowledge branding, can actually result from deliberate destabilization of the system the public to impose privatization (Ravitch, 2010), this finding is painful for education professionals, the analysis made here certainly draws a line for issuing problematic aspects, but it shapes the substance of contemporary school problems in several countries, the current reaction of Americans conservative, who seek to privatize schools while eradicating the power of trade unions, taking as an excuse coercive existence, in public schools, children of different social classes, and the risk of "contamination" that follows, we find this argument in various forms, movements engaged in closing schools that are still performing poorly have started in the UK, and are trying to improve them by normalizing the relationship between teachers and students in the area of personal interaction and in other social relationships, while improving the value aspects of the relationship.

Giroux (2008) criticizes educational institution policies and shows how the economic logic of neoliberal has been introduced to schools and universities, under the cover of standardized assessments, a form of control with implications that go far beyond school and academic settings, in his book "Against Neoliberal Terrorism," Giroux redefined neoliberal in the history of authoritarianism in the legacy of fascism, he believed that neoliberal must be understood as part from a sociohistorical process characterized by forms of organization that is independent of any democratic ethos and based on trust in consumption and market law, this doctrine will silence public debate which is at the core of democratic culture, diverting resources toward personal interests while generalizing policy non-tolerance in a school environment. Management of population statistics, and individualization of risk bears witness to "the method by which neoliberal hegemonic pedagogy governs investment, desires, and emotional identity into a network of social controls," (p. 173) that individuals must agree to if they fail, from which punishment measures are taken, standardized quantitative judgments can thus be considered symbolic violence, a cursory understanding can be a picture that symbolic violence can be interpreted as 'all forms

of power that hide behind power, so that they are able to impose their will by ignoring the aftermath,' (Bourdieu, 1972: 18), so when evaluating standard, comparative, and quantitative performance, imposed by the state, being everywhere, it can cause teachers and students to adjust to the profile required by the authorities. The current economic crisis is producing unprecedented evaluative steps whose moral implications are questionable, especially by the teachers, who should be able to take a critical distance on the form of society that schools can help promote. It is true that various ideological currents can coexist in a situation, and that situation is always complex and nuanced, Rogers (1969) proposes freedom of learning, will some schools block this freedom in subtle ways? Evaluation is certainly only one aspect of this ideological whole, performance tests that are imposed on students, teachers, and schools seem to be forms of social violence when performance appraisal leads to limit the chances of success for social classes or racial groups, it contrasts sharply with grades democratic values that are promoted socially by agreement, and UNESCO, and UN conventions.

Minority groups with less population than the dominant community groups produce standardized tests, and which originate from the system in which they are used, stress-related tests increase public participation in general, foster mental health of those children from families with a dominant culture (Skutnabb-Kangas, 2000), intensity appears for example in documents brought to the lawsuit brought in the state of Pennsylvania by the National Parent Commission, the majority were led by right-wing personalities during the previous administration (Luksik, 2005). Some agree with what is indicated by the "persecution" that was agreed to serious and deliberate deprivation of fundamental rights, for example, the basic right to equal opportunity in education and the right of citizens to test rejected, and their administration, below standards, in accordance with all forms of "persecution of groups or communities that can be determined based on race, national, ethnicity, culture, religion, or other universal reasons that are questioned by international law," thirty years ago, Gould (1981) has proven this problem with relevance in his book 'Misfeature of Man' performance tests have racial ratios in the United States, approved as evidenced by official statistics for the last fifteen years, the district mayor's union agreed in 1999 with consideration of discipline and depression of teachers in schools in minimum payments, there is a systematic settlement in the academic finances of African-American children year after year; This difference is not due to cognitive differences, but due to other factors such as group experiences in the education system (Finch et al., 2002; Darling-Hammond, 2007). We challenge linguistic deficits, and the different characteristics of Ebonics (Sarzyniak, 2009), so many ways to achieve racial prejudice (Perry & Delpit, 1998). The rare (mixed) success story of the No child Left Behind policy can be discussed in its steps systematic repetition of children, especially in Florida in 2003-2004 (Haney, 2006). Summary, test made by standard performance tests in some countries approved faces, so the basis needed to test is collected nationally, and other avenues to international justice institutions are present, in these countries the test performance instruments can be segregation instruments, which causes mental onset even reflects as genocide (Alexander, 2010), According to this consideration, evaluations that are applied according to standards, quantitative and non-contextual standards will be a scourge, many teachers who reject a culture of performance appraisal (Behrens, 2006), because of the strength of assessment that must support the spontaneous change of children, With regard to knowledge, and in other words to facilitate or prevent certain aspirations and to direct the desired trajectory, it is important to agree fully to be related to and respect for the way professionals in their fields, students understand and understand evaluation practices (Harris & Brown, 2008).

Evaluation

The main argument that justifies the integration of standardized tests in school is their credibility with respect to teacher evaluations, because these tests should have better internal validity and constructs, while internal validity supports the cause and effect relationship of a test by possibly harming other variables, construct validity determine whether someone is measuring what should be measured and thereby ensuring the potential for the generalization of results, but Cronbach and Meehl, in 1955 (p. 297)

it was determined that generalization from this test is based on validation of the "principles on which conclusions are based," Alderson and Banerjee (2001), in their review of theories related to test development, show that important things are no longer so much internal validity as ecological validity, which is external, the validity of the assessment is based on subjective interpretations of priorities to be prioritized, which form the basis of generalization. In recent years, the research community has become increasingly aware of the consequences of using their tests and interpretations, and sometimes their misuse, the question now is whether test developers should not be held responsible for the impact of their testing on society, which will give rise to new forms of validity. "implication" (consequential in the terms Alderson and Banerjee, 2002), researchers who have led to new ways of thinking about evaluating and using tests in particular, such as Lissitz and Samuelson (2007) or McNamara and Roever (2006), come to the conclusion that validity construct has many facets, there is no simple answer to the question of knowing if the test really measure what should be measured, such as instruments made by teachers to be used in class, Standardized tests must be placed in a specific context and should not be used outside conceptualizations and reasons that justify their use locally, it is again to say that the conceptual foundation of the test, the perceived sense of benefits, is more important than establishing validity. Researchers for this reason, must investigate interpretive modalities of assessment in context, their relevance in certain learning situations, for example, rather than focusing on values, this is a more reflexive use and conceptual evaluation, "what follows from this integrated perspective is: validation is now seen as ongoing monitoring and continuous updating of relevant data, is part of a process that always wants to be perfected, which in reality can only be refined by the teacher, Alderson & Banerjee (2002: 79) a new assessment is classified as valid if it is practical and can be utilized in practice in general, the benefits of evaluation in the context of their use thus, are: the first criteria by which an exam must be assessed, the consequences of using the test, its authenticity or suitability for the context, its potential for interaction and communication and its practical dimensions become the main quality and creativeness the expected test Terra, which contribute to its reliability. Well-thought-out evaluations aim to offer constructive feedback, empower students in achieving their goals, and where communication takes place Fetter man, 2001), this second observation increases the ability of teachers to assess, indeed, the teacher is the only person In systems that know the child's personal history and can bridge their needs with the demands of the school system, in the evaluation process, the interpersonal dimension becomes important McNamara & Lumley, 1997), the choice of the people being tested is very important: what are their perception of the people being assessed? If the assessment compares students normative, with whom does the comparison occur, and what effect does this have on the interpretation of the assessment? Feelings of competence are coordinated during pragmatic evaluations that develop during experience; moreover, evaluations can no longer be understood as one dimension, whatever approaches you take, the strengths ,and weaknesses of evaluative actions must lead to practical utility for students. The revolution on the way we think about evaluation has resulted in several major publications at Cambridge University Press, which unlocks more common sense in fields which until now have perpetuated very limited ideas about evaluating what must be done, represented in the classroom.

Test performance with high stakes, against a neoliberal ideological background, placing students, teachers, and schools in unhealthy competition that tends to undermine the social climate of the school district by creating endless conflict, the publicity provided for these tests often proves dangerous and contradictory with the aim of reform, although there is an agreement that the accountability model can vary, systematic testing of performance has a negative effect that negatively affects the learning process, tests cannot be justified out of context, they can be dangerous if the teacher is not involved in the design, management, and management of their use for constructive purposes, cannot simply ignore the teacher's ability to judge, which is based on wise practice and contextual action policies, whatever tools are adopted, must be articulated professional development and financial support for schools in difficulties, and support inter-school programs, in the form of professional exchange networks, for example, the way teachers participate in this assessment must be reviewed thoroughly, the more they participate in the design, administration and analysis of results, the more their involvement in the process of being

developed and the culture of evaluation are assimilated ”(Mons, 2009: 36), when the mechanistic perspective is still superficial and the training is not too wise, reflective ,and comprehensive, distortion arises; times someone can find a problem by not considering teaching knowledge, because of the teachers are hardly involved in the process of change and its evaluation (Stobart, 2011), faced with policy sometimes limiting, education practitioners must become more active, they can conduct collaborative research with trainers and policy-makers to encourage increased lifelong learning (Annan, 2011), evaluation then allows testing the system, clarifying roles and imagining sustainable development for children from disadvantaged backgrounds, in-service teacher training is a sure way to improve student achievement, participatory action research in such networks makes it possible to analyze student difficulties and to find sectors in need (Timperley, 2011), teacher conceptions influence their practice and act on student outcomes (Muijs, 2006); however, many teachers know how to balance their evaluative accuracy with a little of humanity in authentic assessment, this involves a number of field activities, such as observing, recording, and documenting children's work to guide decisions that are tailored to each situation, this approach is based on educational events in daily life, allowing the development of evolutionary projects whose evaluation is integrated and continued, this focuses on Real-life problems in open research involving reflection, exchange of activities and social learning (Rules, 2006), authentic assessment is an alternative to standard quantitative assessment (Gardner, 1991), it responds to some function of the teacher's ability to judge, Because, in general all teachers want teaching, not sanctions, these functions represent the heart of business: 1) individualization in the face of standardization; 2) encouragement in the face of despair generated by tests; 3) dialogue with administrative monologues; 4) private learning in the face of public action.

Facing the instrumental logic imposed in certain countries, one solution is to reassess the ability of teachers to evaluate. Research documentation does show changes in the representation made by actors from their profession, their social actions ,and the strength of their action, research motivation and self-determination highlighting the positive consequences of the climate in which students master their learning and evaluation, and the negative impact of the competition climate based on ranking related to standardize tests; the development of learning contexts that support student autonomy has proven useful (Saracen, Tessier, & Trouilloud, 2006), to reduce the adverse effects of quantitative standard assessments, teachers can use strategies to increase student autonomy, integrate formative assessment, technology or teaching materials that are enjoyed and felt by the children comfortably; offer tutoring; ensure content rotation; setting priorities; use a few steps; integrating content and human value activities into their evaluation, i.e. there are so many aspects of teacher assessment, most teachers have social values the useful and ethical life (nod, 2003) they contribute to a fair assessment that is based on students,' knowledge in their context because they are former in their professional fields, their contribution is very important for designing a more humane society, empowerment evaluation Fetter man, 2001) seems to be one of the rare forms of evaluation that stimulates learning and recognizing teachers as experts in their fields, the result is increased self-determination and emancipation, Fetter man, (2005: 213), Wanders man et al. (2005) underline these evaluation principles: must be related to improvements on a human scale; Local stakeholders must take responsibility for the design, managing the evaluation, and implementing the actions needed; decision-making is shared based on authentic communication and collaboration; the goal of social justice for the good of the wider community by increasing the capacity of people; instruments adapted to the environment, to the culture and local conditions, such assessments actively involve teachers who can give testimony about their local knowledge and make it useful, which is seen, when compared to the principles of quantitative standardization of academic performance, are: intelligent involvement of local participants, commitments that meet organizational and professional learning objectives, this approach encourages honest discussion about the strengths ,and weaknesses of the programs being evaluated, follows planning joint improvement, identification of documentation useful for progress, evaluation becomes an integral part of program management, not far but on location Fetter man & Wanders man, 2004) when focused on the deepening of content and originating from wisdom which is

well contextualized in action, it can form what is called 'deep assessment': evaluation that stimulates deep learning.

The community schools are moving in this direction, a on behalf of independent life learning, in this alternative model, education is based on the project, the school exchanges local and practical wisdom and produce local, unique ,and specific knowledge, skills ,and attitudes, how to then target the fulfillment dimension of love, and integrated respect, the wisdom of learning replaces the logic of production; we returned to philosophy, which is the main learning, Fuenmayor (2006) said: autonomous local knowledge for this wisdom, everyone can grow in freedom to know and act in accordance with the ethics of life in society, Toda (2000) thus proposes a smaller set of regional communities in human groups, based on mutual care, Korten (2006) shows how the learning community this larger one can change society, students travel through established school networks in some of these countries to understand other practices and other cultures, freedom to create other ways in doing something, can be a deterrent to administrative abuse at government agencies.

Conclusion

The beginning of this article highlights two conflicting forces in the evaluation of education: those that support reflexive practice and wisdom, and whose goals are economic ,and political, focusing on accountability, the second problem is usually done at the expense of the first, and it removes the teacher from an important dimension of his professional competence that allows him to organize learning individually, by encouraging children through dialogue that personalizes learning, the human dimension this risks being rejected by standard performance measures that are applied authoritatively, because they modify the nature of education, which largely loses its educational dimension and is downgraded to technical instruction ranking, humans have seen that, among the actors involved in the evaluation system put into place in this reform, the administrative framework, teachers, students ,and parents are conditioned by the psychological and social environment created by performance tests and quantitative score comparisons between students, teachers, schools ,and principals. Although most partners for change are not a priori seeing a lot of crime to generalize what was previously a well-accepted local practice, humans can see that expanding the evaluation system beyond the control of educational practitioners raise a systematic bias in the design of teacher work, potentially damaging to learning, for classrooms and school climate, and for a human dimension appropriately, education is used to represent, as such, some researchers such as Baker (2007) and Stavenhagen (1990) warn of the risk that performance tests can be a factor of a social and even racial selection in certain contexts, and are not included in certain minority counts linguistically and culturally, each evaluation is socially marked, because the evaluation of certain criteria evaluates other aspects in a potentially discriminatory manner, whereas, the culture that underlies the evaluation and evaluation process is rarely discussed, as if the evaluation was about facts, when it was a political act, sometimes it is rare for people to question what is evaluated in the proposed process.

Critical thinking can lead to solutions and actions, the real scope that many people already have, in some countries, research approves certain constants, such as the opinion expressed by Morrissette, Loye et Legendre (2011: 2) 'evaluation of learning beyond simple instrument administration,' its use must be contextualized, the professional judgment of actors in the field is very important in this case Bélair (2006) and Morrissette (2010) school policy must integrate thinking about complexes that respect humanity, while humans must face logic that makes it a machine to produce, performance appraisal seems to have been the only educational policy in some countries, this situation is related to many other new obstacles, has some excessive bureaucratic characteristics, Western society is not ready to adopt the 'post-bureaucracy' system Maroy (2008) as recommended by Ivan Illich (2000) in many countries, the extent of quantitative technical assessment measures tends to alienate people from their power of their actions, their freedom to think, to believe and express yourself at stake, the danger is very real; Sociometric judgment is no longer related to ideals about what can be human, but becomes a control operation and human mass

management that responds, especially to economic and security imperatives, risks arising from economic knowledge, non-educational knowledge, but compensated by economic re balancing and planetary agents, in Western, countries like in other parts of the world, who want a peaceful and negotiated change, rather than a revolution to change these cruel practices, the strong hypothesis proposed here deserves further support and debate, which this space is not permitted to do, the danger of overly general statements about evaluation, obviously confusing form, level, purpose, whereas targeted here is the principle of attacking people's autonomy in a massive system. But these questions are important, because on the contrary, they show the teacher's role by stating the opposite, critical analysis focuses on the principle of standardized quantitative performance evaluation, which is imposed to the masses of individuals, so, they have no choice but to obey the system, no one finds fault with a priori, even teachers, until they realize the level and the consequences of changes in the value system because herein lies the challenge: mass assessment, as it is imposed, changes the evaluation values that must be carried out etymologically on what is unique in a person being a tool for measurement and standardization in the social industrialization of knowledge. Consequently, is not the knowledge of the teacher itself also related to the form of society forced? Self-awareness as a coach must be one of the roles of the teacher. Rethinking evaluation regarding valuation can lead humans to re-conceptualize their creative power, production must be targeted to be able to create life projects, intelligence movements, unique expressions, the art of life, individual research, rather than bind humans to ordinary standards, so, to at least complete a portion of the above problem, humans can move from product evaluation that limits students to one type of outcome to leading assessment processes for various results, it's about playing the difference that homogeneity and normalization, which is related to the idea of evaluation as support for learning and development from the person.

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