

ADJUSTMENT OF THE METHOD OF EVALUATION OF STUDENTS FOR THE EXPECTED OUTCOMES OF SPORTS KNOWLEDGE IN THE DOMAIN OF THE SUBJECT “PHYSICAL AND HEALTH EDUCATION” IN THE UPPER GRADES OF THE PRIMARY SCHOOL “KRSTE MISIRKOV” – KUMANOVO

Research notes

Jugoslav Spasikj

Municipal Primary School “Krste Misirkov”, Kumanovo, Macedonia

Abstract

The action research was conducted on a sample of respondents who are students from the 6th to the 9th grade in the primary school “Krste Misirkov” – Kumanovo. The research included students from both sexes, boys and girls, at the age of 11 to 14 years. Participants and at the same time conductors of this research are 4 (four) teachers, a female and two males, who teach the subject of Physical and Health Education in the above-stated school. The subject of this action research is assessment criteria of sports knowledge and achievements of students, i.e. evaluation of outcomes that students need to achieve for certain educational standards in the domain of physical and health education in the upper classes of primary education. The research aims to identify and create better, specific and clear criteria for evaluation of sports knowledge and achievement of expected outcomes of students, as well as the process of assessing the level of achievement of sports education standards to be realistic and objective. Based on the data obtained from initial interviews with teachers, questionnaires with students and parents, compared with the final interviews and questionnaires, and the process of observation during the implementation of the newly created evaluation criteria of sports knowledge and achievements of students on the topic athletics the following conclusions have been obtained: 1. establishment of specific criteria and preparing guidance, as well as familiarizing them with the students and parents to improve the process of achieving the goal contents with all students to baseline throughout the students’ activity; 2. as far as the process of assessments of sporting achievement of expected outcomes is concerned, the model offered the opportunity for real and objective evaluation by teachers and self-assessment and testing by students.

Keywords: *physical and health education evaluation, educational standards, curriculum, expected outcome*

INTRODUCTION

Observation and evaluation of students are some of the most important segments in the overall process of management in the classroom which is run by the teacher. The regular observation and evaluation of students are essential to the work of the teacher as most decisions made by the teacher in the classroom, which are related to students, is also based on the results of observation and evaluation (Boshevska (Бошевска), 2008). The evaluation is part of the management of the human resources and performs certain functions: information, diagnostic, motivating, educational and administrative. observation, checking and evaluation of students has an important role in encouraging students to achieve higher results. Students are eager to learn about the grade for the effort they made. When that continuous evaluation leads to regularity in fulfilling the obligations and responsible attitude towards learning among students (Trajkov (Трајков), 2008). According to Bakovljević (Баковљевић) (1984) “good is only that teaching in which students want their work to be checked, and that is possible only with a teacher whose benevolence in the process of checking is not doubted by any student because everyone knows that the teacher does not check them to give them even weaker grades, but to allow them the opportunity to show all that they can achieve by themselves. The teacher must always be aware that by checking the results of the students he/she checks the success of their work.” Based on this kind of work and evaluation a system, which Popovski (Поповски) (2005) says that quality classroom management requires a quality system of monitoring, verification and evaluation of students is being built. The quality system of observation, checking and evaluation, on the other hand, should show us how well students work, what is the quality of teaching of teachers, what is, in general, the educational work of the school. The term evaluation refers to a method of determination or attaching

the numerical or categorical value of what is evaluated (Popovski (Поповски), 2005). Evaluation in teaching represents a valuation because we attach certain significance to the information obtained by checking the knowledge (Trajkov (Трајков), 2008). Besides reasons which exist for students’ evaluation and how do teachers use them in the process of observation, testing and evaluation, there are some principles that the teacher should respect in the course of the evaluation itself. There are various kinds of principles that differ according to the basis on which they are defined, and we will mention some of them which are considered to be significant. According to Boshevska (Бошевска) (2008) the principle of comprehensiveness determines what will be evaluated and it provides mechanisms for the performance of the evaluation. We should observe and evaluate the achievement of the objectives defined in the curriculum and the learning process to achieve those goals. It is not rare in the teaching practice for teachers of the same subject with the same level of education, even at the same school to differ in terms of what they evaluate. Principle of orientation towards learning (individualization). According to this principle, the basic thing is the evaluation to be aimed at the improvement of learning. This principle means greater respect for individual differences among students as well as in terms of learning and in terms of ways of demonstration of the achievement to be able to show what they have achieved the best. According to Trajkov (Трајков) (2008), “the principle of publicity means that everything related to examination and evaluation of students’ achievements has to be available in advance and known to all students whose achievements are reviewed and evaluated. The introduction with evaluation criteria reduces the fear of the unknown, the uncertainty, the anxiety and the doubts about the objectivity of the evaluation. Transparency motivates students to achieve better results and to engage in procedures of evaluation and self-evaluation”. Bo-

shevska (Бошевска) (2008) has stated, with the respect to the principle of transparency, the teacher and the school can build confidence in the evaluation, primarily by students and then parents and the wider community. This requires the school to build a clear policy of evaluation that will be familiar to everyone in the school and respected by teachers, students and parents. According to the principle of objectivity, the grade should be only affected by the level of achievement of what is valued. To provide a more objective evaluation, it is necessary to define the specific standards and criteria and to be used different sources of information to verify the same goals. Since it is not possible to exclude subjectivity completely in the evaluation of the teacher during the evaluation of students' achievement, teachers need to be aware and to recognize the mistakes that can be made in the evaluation and with training, professional improvement and self-training to reduce or exclude them. Errors that may reduce objectivity: 1. By the teacher: the personal criterion of evaluation, personal method of evaluation, logical error in evaluation, constant error, pedagogical focus on the negative, halo effect, prescriptive evaluation; 2. Towards the student: ambiguity and uncertainty, physical appearance, manners, mode of expression, coping ability, emotional (in) stability, resourcefulness in the perception of the teacher and so on (Popovski, (Поповски), 2002).

For real evaluation of the quality of students' achievements, standards, criteria and norms have significant importance. Educational standards, most widely understood, include the aims of education, the content, the conditions for the realization of the curriculum and the evaluation system of the students' achievements. Educational standards in certain subjects comprise of a defined system of basic concepts, skills, abilities and values which students have to adopt at the end of each academic year in education (Trajkov (Трајков), 2008). The incompatibility (discrepancy) in evaluation and grades' inflation, is mostly due to the lack of standards of evaluation. In that way, the grades lose their basic function: to inform about the achieved level of knowledge. Standard achievements serve as a guide in assigning grades. Those are accepted descriptions of the levels of quality and quantity of knowledge expected of students to be achieved at the end of a certain period. Standards of achievement are related to the subjects and the year of education and are expressed as successive levels – numerically or descriptively (Boshevska (Бошевска), 2008). According to Boshevska (Бошевска), 2008, it is necessary for each school (or group of similar schools) to develop standards for grades as part of a policy to raise the quality of evaluation. The process of setting standards has the following stages: 1. Individual description of standards; 2. General Discussion; 3. Selection of papers of students; 4 Evaluation of labor; 5 Discussion of grades and compliance; 6 Description of standards. According to Trajkov (Трајков) (2008), the criteria are a kind of instrument for comparison: a rule, an aim, defined measurement, a measure, or a standard. They can be defined as a measure of student's efficiency in achieving the goals and objectives in the individual curriculum of the teaching process. The teacher should set a measure, a minimum requirement, which is specified as a criterion and is considered as a goal. When the minimum requirement will be achieved by the students, it will be considered a success in achieving the objectives of the curriculum. Criteria for evaluating the success of students in the teaching process cannot be what they have achieved, but what they are expected to achieve, that is to say, what is set as an objective in the curriculum of the relevant subject (Popovski (Поповски), 2005). According to Trajkov (Трајков)(2008), the establishment of the criteria for evaluation of students' achievements is not an easy and simple work. The lack of written criteria by teachers is a result

of the fact that the determination of evaluation criteria is quite intricate and responsible work and requires appropriate skills, theoretical knowledge and practical experience, of course. The criteria must include all the relevant indicators through which can be seen and evaluated the success of students in achieving quantitative and qualitative goals of the curriculum.

METHODS

From the previous explanation it can be seen that the problem in teaching as well as in this action research is the criterion for evaluating the elements of sports knowledge and students' achievements, that is to say, the expected outcome of the student for a certain level for each standard – an element of the curriculum in the domain of the subject Physical and Health Education for primary education, I. e. from the 6th grade to the 9th.

As research objectives that would practically result from the problem that is before us in this action research are:

1. Defining better, clearer, more specific and explicit criteria for evaluation of students' achievement of the elements – standards for the topics, i.e. the sports (Athletics) which will be done during the classes of the subject of Physical and Health Education in the 6th to the 9th grade and would lead to the realization of the objectives of the curriculum and achievement of the basic level of achievement of standards in the sports knowledge.

2. The evaluation of students' level of achievement in sports knowledge, in certain sports elements which are called educational standards in teaching, to be more objective, realistic, measurable and verifiable, by which in every moment of the teaching process, the teacher, the student and the parent as well, would know how well the student will master the material and which level of knowledge the student has achieved.

Research hypotheses:

1. If we determine and coordinate the precise and specific expected outcomes of the student achievement for each element – a standard of the sports athletics, sub level, elementary, intermediate and high level, the teacher consciously and specifically would realize the teaching process in achieving the basic level of knowledge – the student achievement which they should reach with every student.

2. The process of continuous evaluation of the students' achievements will be known to the teacher and the student, which means reality and objectivity in assessing the level of achievement of sports knowledge of the student. That will be a conscious process of work in teaching and evaluation of work by the teacher to the student and self-evaluation and self-check by the student.

This research will use the causality method of work. The real needs in the regular teaching process in the domain of the subject Physical and Health Education are clarifying the basic requirements of sports knowledge for students which are general and not defined, which is a problem for teachers and for the students which are determined by the interview with the teachers and the survey with students.

So in this research, we will create new criteria for evaluation of the subject which we will apply as an experiment in the teaching process and during and after their application we will determine the changes caused by them.

The causality method in our research will be non-experimental because the new criteria will be implemented in the teaching process with all teachers of the subject in all classes from the 6th to the 9th grade. Because the nature of the problem is that the outcomes of sports knowledge of all students to be transparent, clear, specific and

accurate, as well as to the parents. This is because the changes in the groups – classes are not determined but the effect of changes in criteria on groups. We define and create these new criteria to achieve the objectives and requirements of all students.

The research, as the title suggests, is directly concerned with the teaching of the subject Physical and Health Education. So, the survey included four (4) teachers of Physical and Health Education from whom one (1) female and 3 (three) male teachers. The age of the teachers is 29, 31, 44 and 50, or the average age for all teachers is 38 years. The working experience of the teachers is 14, 13, 7 and 3 years or on average 9 years' experience.

The sample of respondents is students in the primary school "Krstev Misirkov" - Kumanovo in the upper grades from the 6th to the 9th grade or at the age of 11 – 14 years. The total number of students is 499 among which 264 girls and 235 boys.

The survey is conducted in all the upper classes. Those are 20 classes with 19 to 31 students per class, or 5 classes of each grade 6th, 7th, 8th and 9th.

The conditions under which the school operates and its character is that it is a central and urban school with a school sports hall which is functional and where the teaching process is performed. There is also an outdoor multipurpose playground that is not in use by the school and teaching has very rarely - incidentally or never been performed. The equipment of instruments and devices of the school is average.

RESULTS AND DISCUSSION

You can realize the key issues and the percent of answers of the students for their key responses, presented at Graphic 1.

For the first issue, whether a document is set or instruction for evaluation of sports knowledge, 71 % said that they do not know and 19 % said no, and after adjustment of the process, presentation, application and evaluation, 96 % of the students said that they are familiar and know that there is instruction for the evaluation, which means that this negative percentage is exceeded.

Regarding the second issue, whether they want to have set instruction for evaluation with precise difficult levels of the expected outcomes, 78 % are positive responses, while after the process of creating instructions 91 % of the students answered that this instruction is with an explicit and precise explanation of the applications for difficult levels. And for this issue, the percentage is exceeded in terms of the expectations of the students.

For the third issue, whether in advance is arranged with the teacher for the method of evaluation as a prerequisite for fairly and impartially evaluating 40% are neutral and 28% are negative responses while the latter answer whether the evaluation was conducted under the joint agreement and given guidance, 91% are positive and 6% neutral, indicating that the percentage of vagueness and confusion is overcome almost entirely by known and transparent manner adjusted and agreed with all factors in this process.

The fourth key issue despite the prepared guidance as a formal document, it is very important its explanation, interpretation and adherence to it, in the first case, 51 % of the students are neutral and 30 % are negative responses that the teacher verbally does not describe it, and how will be evaluated and assessed, while in the second case 90 % are positive, despite the teacher given guidance verbally explain and define how the sports knowledge will be valued, showing positivity in overcoming the previous negative percentage.

For the fifth response for the practical demonstration of the teacher (which is specific to the subject of physical and health education) for requirements and expected outcomes the percentage is

quite big in the first case with 47 % positive responses, 27 % neutral and 26 % negative responses, while in the second case when the criterion is specific and clarified first to the teacher, and then to the students, the answers are 87 % positive, 3 % neutral and only 10 % negative, indicating that this percentage is almost double the increase in the positive. Now, with good, accurate, concise and explicit requirements (criteria), the teacher knows and what exactly should demonstrate and verbally to interpret to the students and this is especially important because the confidence and motivation among students grow.

Here you will foresee the key issues and the percentage of answers of the students from the second anonymous survey after implementation of the new method of evaluating for the subject physical and health education, according to adjusted and mutually agreed criteria for evaluation of the expected outcomes of students for certain knowledge.

The importance of the first issue is enormous because besides better criteria for evaluation which in itself implies and includes development goals which need to be achieved with the student, the concept and the methodical of the exercises given by the teacher should be in terms of the requirements to achieve the expected high success with the student, 88 % are positive answers, 9% neutral and 3% negative. This means that over 90% of students we should expect to overcome the expected basic level (in success).

The second issue is whether the grades you received are per the level of knowledge you have shown, demonstrated, reached, which 87% of the students answered positively, 8% neutral and only 5% negative. This shows the reality, objectivity, applicability and justification of the use of the newly constructed method.

The importance of the first issue is enormous because besides better criteria for evaluation which in itself implies and includes development goals which need to be achieved with the student, the concept and the methodical of the exercises given by the teacher should be in terms of the requirements to achieve the expected high success with the student, 88% are positive answers, 9% neutral and 3% negative. This means that over 90% of students we should expect to overcome the expected basic level (in success).

The second issue is whether the grades you received are per the level of knowledge you have shown, demonstrated, reached, which 87% of the students answered positively, 8% neutral and only 5% negative. This shows the reality, objectivity, applicability and justification of the use of the newly constructed method.

The third issue for the motivation to exercise and physical activity which is the basic and primary goal of the subject physical and health education 82 % answered positively, which means fairness and the familiar field encourages to work, 4 % are neutral and 14 % are negative, which we can assume that it is an easy criterion for the talented students for sport and may encourage them less.

The fourth question in terms of self-confidence is very important for every student in the formation of his personality in this period of education and in terms of how he experiences the subject and the process of evaluation and what is its condition before showing his best, students responded: 87 % positive, 6% neutral and 7 % negative.

The fifth issue whether, according to the experience of the process of evaluating and the prepared criteria for the subject Athletics, we would like such criteria to be prepared for other issues, i.e. sports; 91 % positive responses, 3 % neutral and 6 % negative.

The sixth question whether this is a good example for the preparation of these guidelines known upfront and transparent for other subjects 89 % positive, 6 % neutral and 5 % negative, indicating that

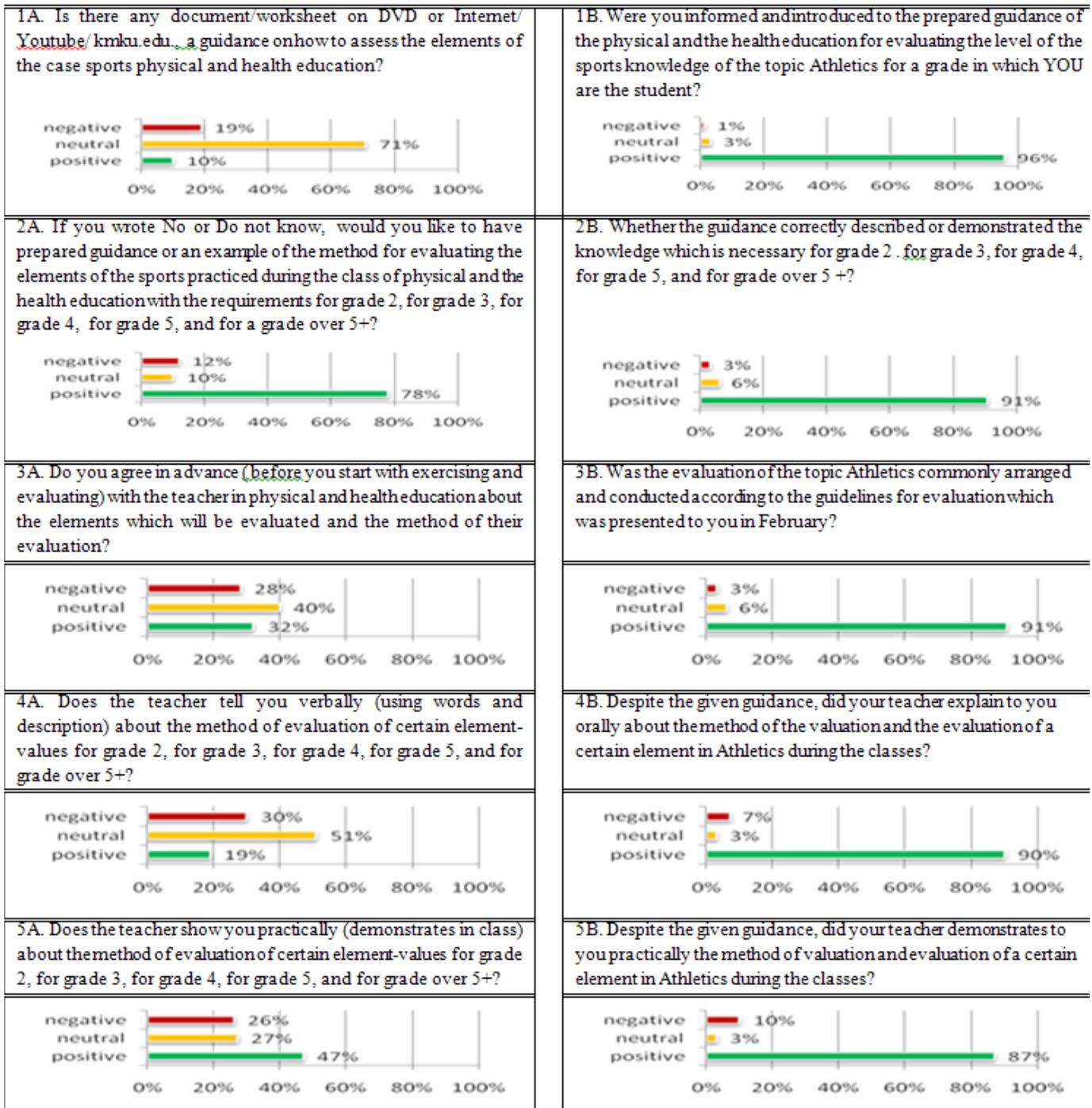
almost all students rate this way and this approach for evaluating as a positive example and they feel like partners.

According to the responses of students from Graph 1 the need for guidance with known, specific, explicit, realistic and applicable criteria for evaluating the expected outcomes of students' knowledge and continuous communication with the teacher during the process, we can conclude that the answers provided from the column A shows that the need and desire by students for this type of criterion is that great which shows and confirms the high percentage of positive responses. From the answers of the second column B, we can conclude: the responses show that the guidance was prepared and almost all students who attended in the classes were familiar with the criteria. The criterion is concise, specific, measurable, verifiable and offered real, objective and better evaluation by which example the evaluation is conducted and by that the verbal and the demonstrative

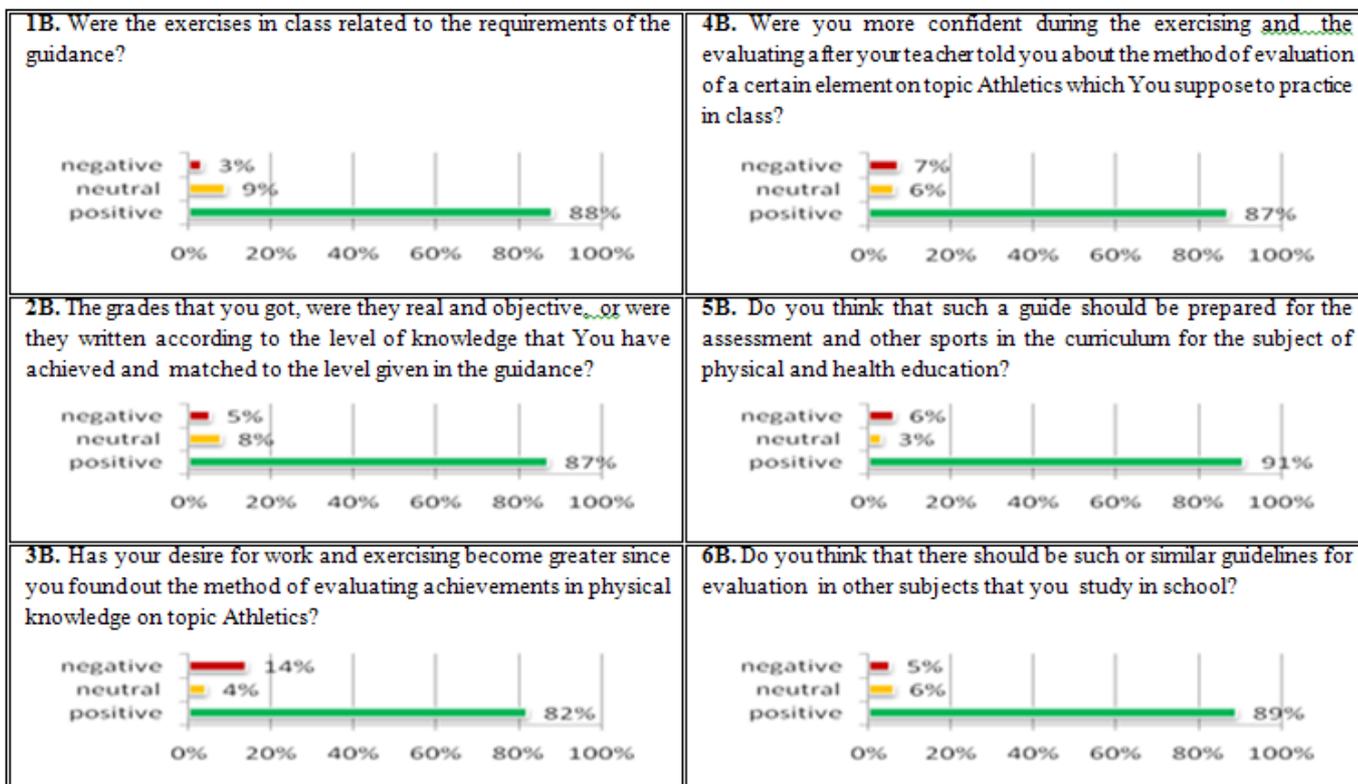
communication during the training and evaluating increased double toward the teacher–student relation.

According to responses from Graph 2. the quality of the new criteria and new opportunities that are offered, as well as feelings, expectations and grade of students we can conclude the following: students are aware factors and implementers of the process of valuing their knowledge and they qualify as a real and positive example that can be applied to other sports in this subject and as well as to be an example for other subjects. Motivation, self-confidence and student achievement are on a high level, indicating that transparent, public and partnership relation strengthen the mutual trust and cooperation between teachers and students, and these are basic preconditions for quality teaching and quality process of valuation, evaluation and self-evaluation of the achieved knowledge of the student.

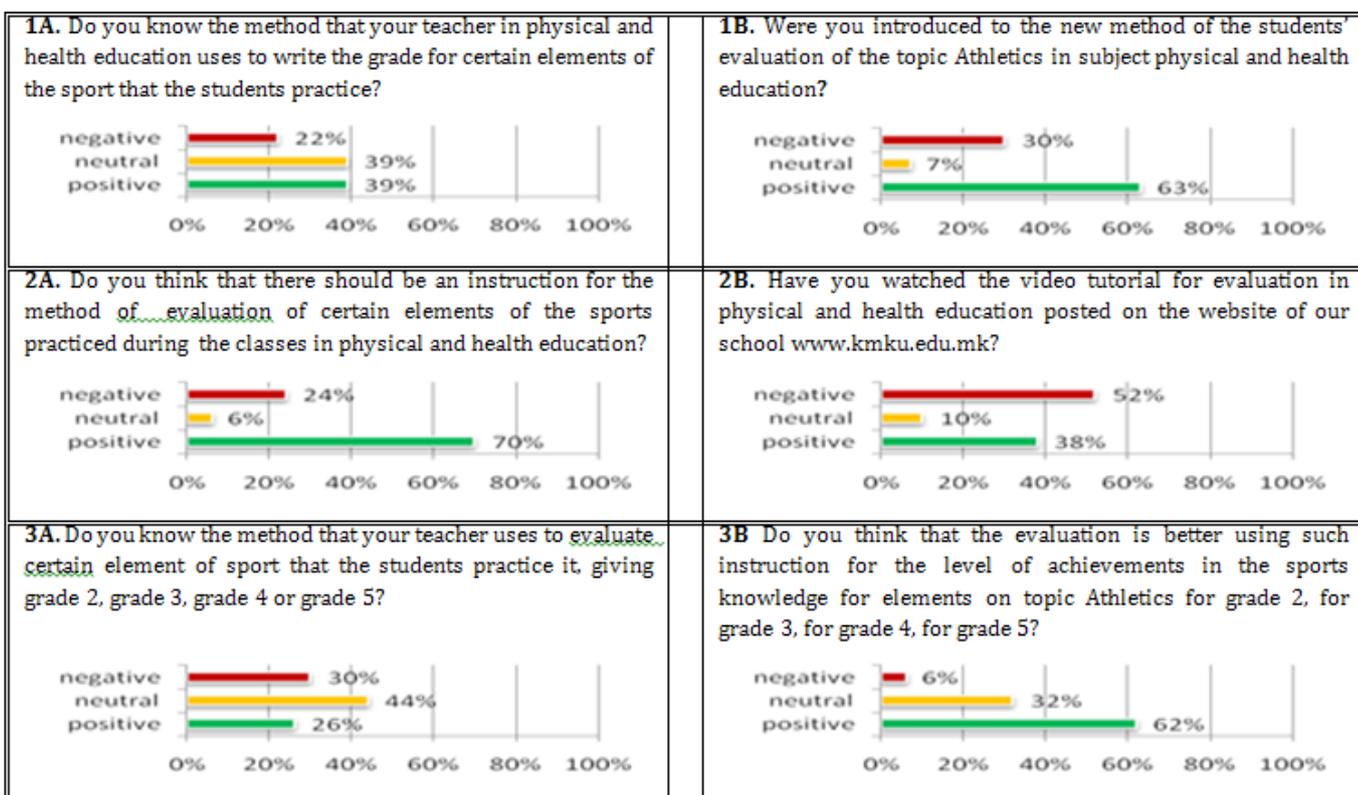
We can realize the key issues and the percentage of parent's re-



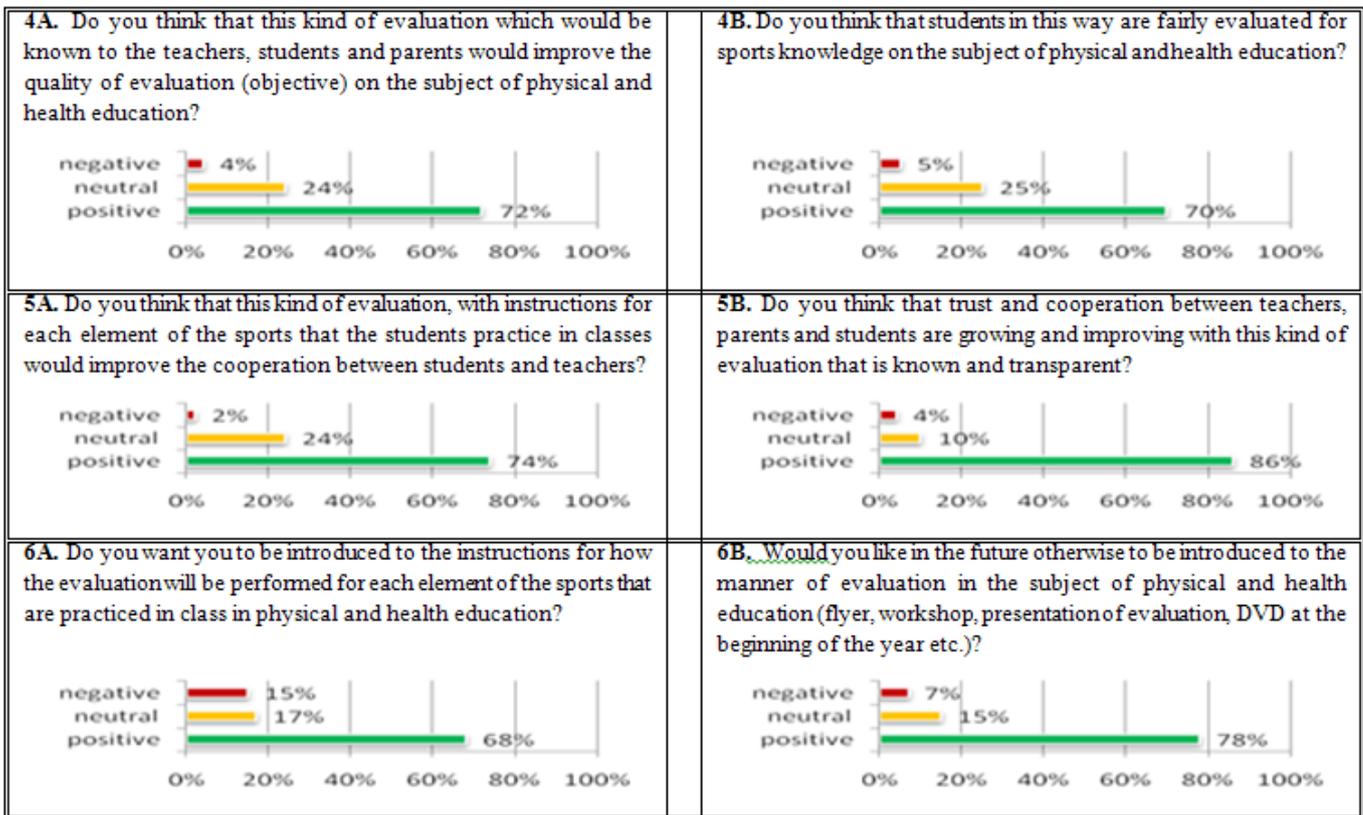
Graph 1. Comparison of key responses of students



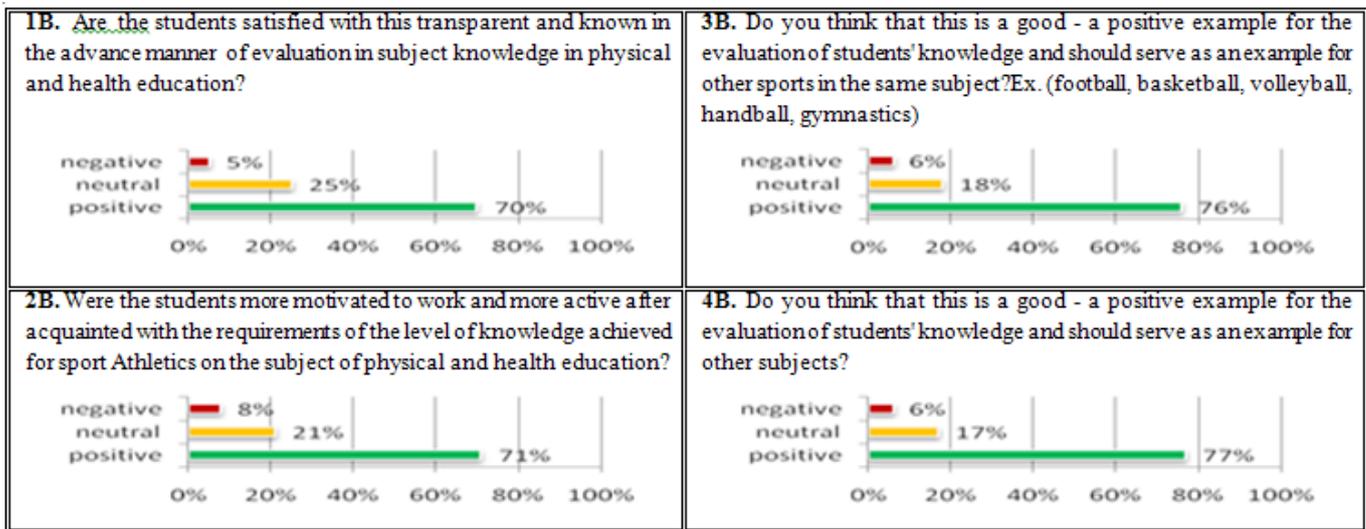
Graph 2. Responses of the students for the quality of the new method of evaluating



Graph 3. Comparison of key responses from the parents



Graph 4. Comparison of key responses from the parents



Graph 5. Responses of the parents for the quality of the new method of evaluating

Table 1. Results from the notes of the instruments for observation of classes

<p>1. Students' activity during the classes where the element of sport Athletics was evaluated and trained according to the new instructions of the manner of evaluation.</p>	<p>3. The applicability of new criteria for evaluation during the classes where an element of sport Athletics was trained and evaluated according to the new instructions of the manner of evaluation.</p>
<p>Grades 4 with 25% and grade 5 with 75%, were rounded on all 60 instruments of observation.</p>	<p>The applicability criteria of all 60 instruments were completed with a grade 5 which means a certainty of 100%.</p>
<p>2. Self-evaluation of students during classes where an element of sport Athletics was trained and evaluated according to the new instructions of the manner of evaluation.</p>	<p>4. The average success of students mastered in the sports knowledge of the topic Athletics, from the elements of which are provided with the program.</p>
<p>According to the average rating instrument for self-assessment is 2.87, ie, grade 3 for all grades.</p>	<p>The success of all classes of 60 instruments for each element, depending on the element and the class is from 3:33 to 5.00 and average 4.69 or (5 excellent).</p>

sponses from the first anonymous survey before introducing new criteria in terms of the second-anonymous survey after the implementation of a new method of evaluating for the subject of physical and health education, according to adjustment and mutually agreed criteria.

For the first issue, 40 % of parents are aware, 40 % are neutral, and 20 % do not know how is evaluated. While, after the preparation and information for the new guidance for evaluating of the topic Athletics 63 % are positive responses, only 7 % are neutral and 30 % are negative. This means that the communication between parent–student has increased and the communication between parent-teacher is constant because some parents were not interested and did not attend both parent-teacher meetings. For the second issue 70 % of the participants responded positively, 6 % neutral and 24 % negative, while after only 38 % looked at, 10 % neutral and 52 % did not look at. This shows that for the purpose of the research, the informing was conducted through students and through parent-teacher meetings and thus all parents were not included. For the third issue whether you are familiar with the criteria for evaluating and whether that evaluation is better, in the first case 26% of the respondents answered positive, 44 % neutral and 30 % negative, while in the second case after set guidance, 62 % of surveyed participants answered positive, while 32 % neutral and only 6 % negative. Here the percentage of negativity is almost gone, and those who did not already seen are not negative but neutral responses.

For the fourth issue, whether such a transparent and known in advance method of evaluating will offer quality and objectivity in the process of evaluation and valuation of the knowledge and achievement of the students in the first and in the second case the expectations and the effect are almost identical, and that means in Column A and in column B 70 % are positive, 25 % are neutral and negative are only 5 %, assuming that 25 % are because of unprofessional, incompetence and indifference of parents for the whole evaluation process, while more than two-thirds are positive and support this kind of evaluation.

For the fifth issue relate to the increase of cooperation and trust between teachers, parents and students, in the first case 74 % are positive, 24 % neutral and 2 % negative, while in the second case 86 % are positive, 10 % neutral and 4 % negative, which shows that by the act of activating this topic, guidance, the communication increased, and because this is a sensitive topic and for the students and their parents when it comes to the grades these percentages increased, and it is normal that those 4 % will complain and would like no precise criteria so that it can intervene in terms of the grade and other methods.

If they accepted this transparent method of evaluation as a school policy, informing, communication and familiarization would go well with other forms and methods that are set in the sixth issue of which in the first and the second case - column A and B 68% of the parents responded, 78% want to be informed, aware, involved in this process of transparent and known evaluation.

In all four answers percentage of neutral and negative responses is initially identical, similar or almost the same 25% - 30% of parents which in the responses from column B of the first question in Chart 4, were not informed of the new method of evaluation for the subject of physical and health education.

For the first issue those parents who accomplished communicating with their children – students and who may have seen the video tutorial of the new criterion of evaluation said that students are satisfied with the new method of evaluation; 70 % positive responses, and probably those who had no communication - 25 % neutral and

5 % are negative.

For the second issue whether the students were more motivated to exercise, work and valuing their knowledge after they met the criteria and instructions, 71 % answered positively, 21 % are neutral and 8 % are negative. Here neutrals might be those who are not familiar, and we assumed that the negatives are those who think that this is irrelevant for students and is very easy guidance and does not motivate talented.

For the third and fourth issue concerning whether this guidance or this method of evaluation is a positive example that should be used in the future for other topics – sports from this subject and also to be used in other subjects in the school, the answers are almost identical, 77 % are positive, 17 % neutral and 6 % negative. This means that almost all informed parents responded that the transparent and the known method and criteria for evaluating with given direction and guidance is a good, acceptable and positive example of the process of evaluating of students' knowledge.

The responses of parents from Graph 3. and Graph 4., the need for guidance with known, specific, explicit, realistic, applicable criteria for evaluating the outcomes of students' knowledge and continuous communication with the teacher and the student in the process we can conclude that answers provided Column A show that the need and desire by parents for preparing and creating a kind of criterion is that great shows and confirms the high percentage of positive responses. The second Column B answers we can conclude: show that a manual was prepared and almost all parents who attended parent meetings and interacted with students and teachers were familiar with the new criteria. The criterion is concise, specific, measurable, verifiable and offered a real, objective and better assessment in which such assessment is conducted and thereby communication, cooperation and trust during training and assessment have increased. Almost all parents want a timely and continuous to be informed and involved in the future for new ways of assessing students' knowledge.

The responses of parents of Graph 5. we can conclude the following: the motivation, self-esteem and student achievement are high, indicating that the transparent partnership and foster mutual trust and cooperation between teachers, students and parents, and qualify new criterion as real, objective and positive example for other sports in this subject as well as a positive example of the process of evaluating the knowledge and student's achievement in other subjects.

From the data in instruments for monitoring student achievement for each element and each class, we experienced some data which we presented in Table 1. and in the following text we are going to analyze and discuss them.

Besides monitoring the level of achievement of knowledge for a particular sport s element of the instrument teachers had the opportunity on a scale of 1 to 5 as evaluation for students to evaluate the activity and interest of students to master the sports knowledge expected of them on a element. 75 % of the activity was estimated as five (5) and 25 % with grade 4 (four). This coincides with the average responses of students who responded in Chart 3. that were more motivated to exercise with 82 % positive responses. Accordingly, teachers and students have felt and realized the effect of specific and transparent criteria based activity classes in almost equal measure.

The self-evaluation of all 60 instruments is completed with grade 3 (three) several times with grade 4 (four) and more frequently in grade 2 (two). The average rating is 2.87 or grade 3 (three). This was unexpected, but because this kind of exploration is a short and specific period of data collection and processing on the one hand, the commitment to what the proper use of the new criteria for evaluation for teachers and students, as well as avoidance of strictly intended

hours for evaluation, causes stress among students, these answers and grades are real. An opportunity for self-evaluation had students who expressed interest to be evaluated and corrected by themselves. More often students with lower self-evaluation results and students who have the desire to reach a higher level had an opportunity for self-evaluation. In several classes was formed a committee of students that would evaluate student's achievement as directed. In several classes, we have made recordings of their achievements so they could analyze the achievements and scores.

To achieve high success in many students (almost 90 %) it is expected that the desire for self-evaluation during the class would be mostly for those students who have not reached a basic level of grade 5 (five), and it is a relatively small percentage. But if we take into account that the issue 2B in Chart 3, 87 % responded that students are fairly evaluated, it means that they are still known by this criterion and with the given real video guide they can perform a self-evaluation of the level of knowledge and be self-evaluated.

The applicability of the newly - created criteria that should offer excellence in evaluation, specific requirements and expected outcomes of famous students and thereby fit into the normal schedule, planning and program on the subject of physical and health education, all teachers evaluated with a grade 5 (five). That should mean that it is implemented in real teaching, provides specific, measurable and positive results, helps in improving the process of evaluating the knowledge and achievements of students and was accepted by the teachers in this school entirely sure of 100 % .

The success of students for each element moves in case 3:33 (good), two cases with 4:12 and 4:44 (very good) and 57 cases from 4:50 to 5:00 (excellent) success or an average 4.69. This means that the teacher with 87 % of students achieved the basic level is grade 5 (five), known by way of training and behind that evaluation is obvious what knowledge and achievement the student holds. This is of particular importance and significance because according to the work program and standards for evaluating student achievement are given as formal documents of MES and BRO, the teacher is required to reach each student with a basic level of knowledge and achievement for each element, and evaluated with an excellent rating 5 (five).

CONCLUSION

The objectivity in evaluation or the evaluation of student's achievement is a problem that will always exist in education and teaching. Including in this project and the action researching on this topic, we hope that we will contribute to improving the way of evaluating the subject of physical and health education evaluation in the Macedonian educational system and the evaluation globally.

What we can conclude by the above chapters analyzed by the responses of students, parents, teachers and the results of the instruments of observation and interpretation of the results is the confirmation of both hypotheses set:

1. The assessment and compliance of concrete, precise, measurable expected outcomes of sporting knowledge as students previously known criteria of evaluation of such knowledge by weight levels and representation in the guide all stakeholders: teachers, students and parents, teachers provide real prerequisites to achieve the goals of the curriculum through physical activity of students and thereby to achieve a basic level of knowledge appears with each student.

2. The process of continuous assessment of student's achieve-

ment that is known in advance, public, transparent and thus is clarified, specified and structured firstly for the teacher, then the student and the parent, it provided objective evaluation and assessment of the level of achievement of students from by the teacher to the student as well as self-evaluation and evaluation by the student.

This means that the objectives of the research are achieved, and that is defining better criteria for assessing student's achievement as the primary goal and process assessment defined through criterion to be measurable, verifiable, objective and realistic, that the process of assessment to improve as a secondary purpose, that through the responses and perceptions of students, parents and teachers are confirmed.

The positive experience of this action research is shown by the responses to our success and will be an incentive to continue with all other sports topics that apply to this model. This method of evaluation has to be accepted in the future by the other subjects also, and finally to become a part of our policy of schools that will offer you, trust, respect and partnership with students, parents and institutions. What the reader of this article action research may remain as a question is "Who is it?" and "How is it?" refers to the evaluation criteria and "What is it?" tutorial (video tutorial) for evaluation. You can look up the guidelines at the website of our school: kmku.edu.mk, the title "project " and subheading "Physical" for 6th, 7th, 8th and 9th grade. Then the reader can determine the relevance of the results' survey responses from the students, parents and teachers and the relevance of the conclusions of researchers from the results of this action research.

The definition that emerged from this research is that action: familiar, precise, structured and measurable criteria for evaluation, especially for the teacher, then the student, parents and the public, provides quality and objective evaluation, while unspecified, unstructured and unknown criterion for all these factors is superficial, provides bad quality and it becomes an unreal process of evaluating students ' knowledge.

REFERENCES

- Баковљев, М. (1984). Дидактика – проверивање и оценивање ученичког рада [Didactics – testing and assessment of student. In Serbian.] Београд: Научна Књига.
- Бошевска, Ј. (2008). Менаџмент во училиница и потребни вештини на наставникот [Classroom management and skills needed for a teacher. In Macedonian.] Битола: Херакли - Комерц и Европски институт за релации и соработка.
- Curricula on the subject of physical and health education from 6th to 9th grade. Retrieved 21st September, 2019 from <http://bro.gov.mk/?q=osnovno-obrazovanie>
- Educational standards for assessing the achievements on the subject of physical and health education Educational BDE and MES. In Macedonian.] Retrieved 21st September, 2019 from http://bro.gov.mk/docs/standardi/osnovno/fizicko/fizicko_V_do_VIII.pdf
- Поповски, К. (2005). Училишна докимологија – следење, проверување и оценување на постигањата на учениците [Dokimology – monitoring, verification and evaluation of student's achievement. In Macedonian.] Скопје: КИТАНО
- Поповски, К., (2002). Речник на термините од областа на оценувањето на постигањата на учениците [Glossary of terms relating to the evaluation of student's achievement. In Macedonian.] Скопје: Македонска книга.
- Prenton, K., & Jankulovska, S. (2009). Teaching and learning in the 21st century, a project for primary education. Skopje.
- Трајков, Б. (2008). Методски прирачник за ефикасен менаџмент во лабораторија -училишна работилница. [Methodological guide for effective management in laboratory-school workshop. In Macedonian.] Битола: ИМОП.

Correspondence:

Jugoslav Spasikj,

Physical education teacher in Municipal Primary School "Krste Misirkov"

Kumanovo, Macedonia

E – mail: jugoslavspasikj@gmail.com