

# THE FORMATIVE CHECKING AND EVALUATION OF THE ACHIEVEMENTS OF THE STUDENTS IN ELEMENTARY SCHOOL

**Valdeta Zenuni-Idrizi<sup>1</sup> Vera Stojanovska<sup>2</sup>**

<sup>1</sup>Universiteti Shetëror i Tetovës Fakulteti Filozofik, Email: valdeta.z.idrizi@hotmail.com

<sup>2</sup>Universiteti „Shën Kirili dhe Metodi“ Fakulteti Filozofik, Shkup veras@fzf.ukim.edu.mk

## **Abstract**

One of the requirements of contemporary education and one matter of debate in pedagogical practice is the checking and evaluation of the achievements of the students. The process of observation, evaluation and the achievements of the student should be conducted in a planned and systematic way, because the success of the students is the reflection of the teacher's work and his relations with the students as far as the goals of the educational process are concerned. The fact that educational activities in the classroom are very dynamic, impose the need for the checking and evaluation to be continuous and to be conducted with the utmost ingenuity by the teacher. Only when the evaluation and grading is conducted in continuity, performed continuously and in the right way, then it really can fulfil its educational function. In this way they contribute to the education of punctuality and the fulfilment of obligations to the students. Only monitoring and evaluation carried out in a planned and systematic way, identifying, learning, goals, types, procedures along with the evaluation criteria and grading is a guarantee that a teacher successfully and adequately conducted the process of evaluation and simultaneously, has acquired data for the development and progress of the student in the right time. The subject discussed in this paper is the checking and formative (continutive) evaluation of the achievement of students in elementary school.

**Keywords:** *students, teachers, achievement, formative (continutive) evaluation, success.*



