

## EDUCATIONAL REFORMS FROM THE PERSPECTIVE OF EVALUATION – MACEDONIAN EXPERIENCE

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### Abstract

Educational reforms, in recent years, entered on the “open door” in the Macedonian educational system. One of these is the reform of the segment of evaluation in education. The basic motive for that step is well known fact that the perspective in the education is based on creating a person with developed individual skills for critical and creative opinion, team work, active communication, production and presentation of ideas. In this sense it starts from the thesis that it is impossible for the personality and the abilities of the student to fully develop if he is not given a chance to participate in all the phases of the educational process, where the self-assessment and monitoring their own progress have a crucial role for their improvement. One of the most productive ways of supporting the development and the achievements of the student is the developing, keeping and assessing the portfolio. One of the main characteristics of the portfolio is that the student demonstrates his way of learning and the flow of his learning progress to others. The greatest value of the portfolio is that through it, the students become active in the process of learning and assessing. The purpose of this article is to present both the important characteristics of the portfolio as a qualitative way (method) of assessing and the teachers’ opinions for its usage. The need of co-operative approach of the teacher and the students’ training from early age to create, choose, methodize, self-assess their own argumentation for their progress, brings down to the highest educational objective. That purpose defines and has a direct impact on the phases and the levels of students’ accomplishments as a requirement for obtaining a habit and awareness for professional development as a lifelong necessity.

**Keywords:** *portfolio, student’s achievements, assessment of achievements, evaluation.*