



Evaluation of School Learning in Schools in the Rural Community of Luiza.(Case of LA Grace School Complex)

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SUMMARY

Assessment is one of the most fundamental operations in teaching and learning.

It aims to constantly increase the quality of education and teaching by diagnosing the problems inherent in them. It also seeks to remedy these problems and to determine to what extent it would be possible to achieve the objectives advocated by the teaching and learning process.

More generally, evaluation makes it possible to measure the quality of the education system and its intrinsic and extrinsic performance.

Evaluation is a polysemous concept; it focuses on the learner and their academic learning and takes different forms such as formative evaluation and certification evaluation.

It could also relate to the educational establishment in order to evaluate its success taking into account the objectives assigned to it, both on educational levels (program, educational approach method, etc.); as well as in terms of management (educational administration, financing, governance, intrinsic and extrinsic performance of the system, etc.).

It is for this reason that the editorial committee of the education and training notebooks chose "evaluation and school learning" with the objective of shedding light on a subject which continues to arouse concern. interest of different stakeholders in the field of education and training. It goes without saying that this subject also constitutes fruitful material for life research on importance and its topicality.

The themes of this issue can be broken down into 4 axes:

1. The concepts of evaluation and its theoretical foundations: this axis proposes treatises of the theoretical framework of evaluation via its foundations and its references by appealing to the theory which attempted to found its concepts as an integral part of the process of teaching and learning and one of the fundamental components of modern educational policy.
 2. The reality of evaluation within the Congolese school: this axis examines evaluation as it is practiced in the Congolese educational system: this type, these tools mobilize the material and moral conditions in which it takes place. He seeks to know to what extent it meets the scientific conditions essential for an effective evaluation;
 3. The roles of assessment in improving academic learning: regular assessment of learners' learning and achievements is one of the most important factors in improving academic performance. Also, can we ask the following questions: how and by what mechanism does evaluation contribute to the improvement and development of school learning? What is its role in the diagnosis of learning problems and difficulties as well as in the choice of remedies to overcome them?
 4. The role of evaluation in increasing the profitability of the education system. Institutional evaluation questions the education system and its efficiency, both in terms of methods, I understood all their components, and in terms of management.
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INTRODUCTION

It is often said that the evaluation of school learning constitutes the common threads of teachers' educational practice, particularly with regard to remediation activities, support and reinforcement of students' acquired knowledge.

These functions are called main because they are associated with decision-making situations such as: improvement of learning activities or pedagogical interventions, orientation or classification of individuals, passage to higher troubleshooting of the education system or entry into charge of the work.

Evaluation also has the mission of informing and motivating stakeholders and partners in the education system, starting with studies and even.

Finally, the results of the evaluation also serve to assess the quality of the education system, according to various targets and curriculum components.

In all cases, the responsibility of education stakeholders to ensure good and adequate evaluation is recognized by all as being the most important and decisive, after that of ensuring effective and quality teaching.

This is how we have just asked ourselves within the framework of this research the questions of knowing:

- So what are the methods used in our education system?
- What is the role of these methods in improving its efficiency in relation to the objectives assigned to it and in enhancing its intrinsic and extrinsic performance?
- How could institutional evaluation help guide public policy in the areas of education and training?

As part of our study, we formulate our hypotheses as follows:

- For the first question, it would seem that the methods favored in our educational system are active and participatory methods;
- For the second question we say that the role of these methods is to allow interaction between the student and the teacher in the teaching – learning process;
- For the third question, evaluation contributes politically to the verification of acquired knowledge.

I. DEFINITION OF CONCEPTS

I.1. EVALUATION

Is an act by which a judgment of value is made on a set of information, referring to one or more criteria. (LUBAMBA KIBAMBE, 2019 -2020, P.33).

According to U.S; In a school situation, the evaluation aims to control the achievement of the objectives set by the program.

It is done in the form of questioning or examination; at the end of a given time: a period, a trimester, a semester, a school year, a training cycle.

I.2. LEARNING

According to AXxongoloMukendi (2017), according to psychoanalysts, learning not only conditions individual acquisitions, it participates in the development of the entire personality.

Learning is a process of changing behavior acquired through experience.

According to XAZEWO MWADIANVITA Placide (2016) learning is a “change in the behavior of an organism resulting from an interaction with the environment and resulting in an increase in its repertoire.

Learning is distinguished from behavioral changes occurring following the maturation of the organism which also constitute enrichments of the repertoire but without experience, or interaction with the environment, having played a significant role.

I.3. SCHOOL

According to Larousse le Robert: relating or proper to schools, education and students, educational establishments.

I.4. SCHOOL

The word school comes from the Latin “schola”.

The school is an establishment where schoolchildren are taught; It is the set of adapted from a master or a doctrine, it is also the set of artists of the same nation, it is what gives knowledge, experience or instruction.

The school is, according to ZZOS (1994), a cultural institution. For him, if the land, the house, the economy, and the year develop an educational and spiritual action, that of the language, of the school book, is more direct and more essential, the school is also the the institution which brings together learners and teachers.

For HENRI LEFEURE (1978), there are no institutions in space, the family, the school, the business, the church each having a space full of school buildings divided into classes, offices and the schoolcourse.

According to / oh DEWEY (1995) the school is a form of community life in which are concentrated the means of action which will be the most official to lead the child to take advantage of the goods or values inherited from the race and to employers own capabilities for social purposes.

From our side, the school is a learning institution that brings together teachers and learners.

I.5. RURAL COMMUNE

Is an agglomeration or administrative entity where the majority of members are engaged in agricultural activities.

II. STUDY ENVIRONMENT AND METHODOLOGY

II.1. STUDY ENVIRONMENT

The investigation of our research was carried out at the La Grace school complex in the KAKAMBA district, in the commune of Rurale de Luiza.

II.1.1. GEOGRAPHICAL LOCATION OF THE LA GRACE SCHOOL COMPLEX

ComplexeScolaire la Grace, is a pre-school located in the rural commune of luiza, Kasai Central province in the Democratic Republic of Congo, in the Kasai Central II Educational Province. It limits by:

- To the north by the building
- To the south by Provincial Directorate DINACOPE
- is by sub-division luiza I
- To the west by the NYIMBI institute.

II.2. METHODOLOGY

For research to be scientifically well carried out, it must have a procedure to follow.

So it is a question of fully describing our field of investigation, the description of the target population and the sample, the method and the techniques. So to achieve the objectives and move on to verifying the hypothesis of our study, we have charted a path to follow and the means that will allow us to make our investigation a reality. As far as our work is concerned, we used the survey method supported by the following techniques: direct observation, documentary technique, questionnaire and interview.

III. GENERAL INFORMATION ABOUT THE EVALUATION

Evaluation, in these various facets and as an instrument of decision-making, and essential to the

III. 1. THE MAIN TYPOLOGIES OF EVALUATION.

The accelerated development of research in education and particularly at the level of evaluation, has resulted in the appearance of several typologies of learning evaluation.

Finally, to be able to better choose the most appropriate evaluation system for teaching and which takes into account the nature of the skills and objectives targeted by the educational activities undertaken for this purpose in the progress of the learning and training process, it is useful to know the principles of approach to evaluation and their reggae typology in what it is distinguished from each other.

III. 1.1. The Typology of Scriven.

In an article published in 1967 Scriven distinguishes, within the framework of a curriculum or study plan, between two types of evaluation: formative evaluation and somative evaluation.

This first clear distinction, considered fundamental, is based on the difference between the goals and role of the evaluation, on the one hand, and the types of decisions to be taken against the people concerned by the evaluation, on the other. .

Note that the goals of the evaluation are often methodological and that they can result in questions relating to certain school realities and involve, among other things, the notions of adequacy, feasibility, effectiveness and deficiency.

While the role is associated with activities taking place in a particular educational context or decision-making and relating to the effects of two categories of roles:

- (1) The regulation and improvement of a teaching and learning activity, throughout its development;
- (2) The adoption and implementation of the activity in question, after experimentation, advice to generalize it, if necessary.

Furthermore, Scriven insists that the people responsible for formative evaluation be different from the people responsible for somative evaluation, while affirming the need to call on professionals in the field.

Knowing that formative evaluation occurs during implementation and as part of progress towards the set teaching objectives, while the appropriate time for somative evaluation always corresponds to the end of a process which leads to a result final. smooth running of teaching and learning, starts from the various functions that can be assigned to it.

In a context of quality teaching aimed at the acquisition of basic skills and the mastery of skills, the evaluation must generally meet several educational, psychometric and institutional requirements, finally to better assume its main functions in terms of of:

0. Verification and recognition of the academic achievements of students at levels or stages of completion of teaching and learning, two regulations of the individual progress of each learner and the progress of education and training activities;
1. Orientation and referral according to the aptitudes, attitudes and academic and professional interests of people in learning and training situations;
2. Sanction or social recognition of studies,
3. Appropriate diplomas attesting to the change made in individuals, at the end of a teaching-learning process.

III.1.2. THE TYPOLOGY OF BLOOM, MADAUS AND HASTINGS.

This typology is described in successive works by these authors (1971, 1981) and is characterized by the distinction between three types of evaluation.

Indeed, based on the work of Scriven [1967] and other researchers who highlighted the mission and role of evaluation in improving learning

Bloom et al. [1981] adopt a broader vision of the evaluation of learning. According to these authors, the evaluation must use varied observation procedures, while clarifying the objectives and the targeted educational objectives.

The work thus made it possible to add a third type to formative and somative evaluation, which is diagnostic evaluation. This is an up-to-date call, of course for clarification regarding each of the three types of evaluation.

III.1.2.1. DIAGNOSTIC EVALUATION

According to Bloom and his collaborators, is not limited to screening students in difficulty and assessing the degree of preparation of each of them to undertake a new learning sequence.

It can intervene during the teaching sequence and serve as support for placement decisions, by assigning each student an entry point in the learning sequence, according to their academic prerequisites or prerequisites. diagnostic assessment also takes place during the actual course of teaching and learning activities to determine the causes of persistent learning difficulties among certain students and work to enable them to overcome these difficulties before the end of the course.

III.1.2.2. FORMATIVE ASSESSMENT

This evaluation has the role, in addition to that of improving the teaching and learning during evaluation, as was well underlined by Scriven [1967], to provide feedback (feedback) to help prescribe corrective measures to students in difficulty.

This practice is essentially centered on the learner, supposes the division of a course into a meaningful whole, so that the various units correspond to a logical segmentation of the material taught, like the chapters of a book. Subsequently, the teaching and learning unit and cut out an element which are cross-level of behavior to content categories and which can be visualized in a table of specifications.

These are used to properly plan teaching and learning activities and to develop diagnostic instruments (tests) and the necessary remediation, support and reinforcement approach and tools, according to the profile of the learners concerned (Scallon, [1982]).

Which would give 4 formative evaluation methods.

From the author's point of view, regulation is either retroactive, when interest arises after a phase of teaching and learning, or proactive when it has the function of anticipating ex-counted difficulties, in a stage following teaching, rather than collective action a posteriori.

Note that this nomenclature has the advantage of articulating the various moments of formative evaluation where it is impossible or desirable to intervene in a teaching and learning process.

Furthermore, it should be noted that each type of formative evaluation corresponds to a particular object and means of regulation, using appropriate support and reinforcement activities to better target difficulties and shortcomings.

Those which do not bring back the fundamental distinction, according to the circular version, between evaluation of inputs (prerequisites), evaluation of the process (teaching-learning activity) and evaluation of extras (results) in the short and medium term and this, according to the objectives educational objectives. Finally, note that the approach underlying the computer evaluation typology presented in this article integrates the behaviorist perspective as well as the perceptual, constructivist and conitivist ones.

III.1.2.3. APPROPRIATION OF FORMATIVE ASSESSMENT.

Taking into account the importance of formative evaluation in the regulation of learning and the color of the mastery objectives targeted in a teaching sequence, on the one hand and the institutionalization of continuous assessment as modalities of evaluation of the other, it becomes imperative for teachers to opt.

For the evaluation approach, the app is adapted to the requirements of mastery of learning and the quality of performance of educational action.

It is in this sense that it is urgent to look with interest and concentration on the difficulties and educational consequences of attempts aimed at the integration of respective roles and functions from the formative evaluation and the somative evaluation in the framework of continuous monitoring as seems to be suggested by certain authors.

In this regard, it is increasingly emphasized throughout the evaluation literature that the best solution lies in the ownership of formative evaluation, associated with the vision of mastery pedagogy, and its approach in the expectation of the objectives of quality teaching.

Adopting the formative assessment approach within the framework of mastery pedagogy is all the more realistic and relevant as teaching aims, ultimately and within the framework of current circulars, the acquisition and mastery of the skill and not memorization of factual knowledge.

This approach to the question of continuous monitoring and death read proving or assuming with formative evaluation and somative evaluation seems to be realistic and promising, especially since the different approaches to formative evaluation presented in the following integrating the notions of continuity and punctuality dear to supporters of continuous control.

III.1.2.4. ROLE OF THE LEARNER IN FORMATIVE ASSESSMENT.

Research and experimental studies carried out from the middle of the last century on the participation of students in the formative evaluation of their learning in all demonstrate the existence of positive facts often significant of such participation on the effectiveness of feedback and improvement of learning and academic results.

Thus, pleasure factors have been highlighted in relation to the beneficial effects of students' participation in the formative assessment of their acquired knowledge, including in particular:

- 1) The educational organization of the place of teaching and learning (class, amphitheater, laboratory, etc.);
- 2) The purposes of the pedagogy and teaching methods adopted in relation to the individual differences of the students;
- 3) Degrees of destructuring of the objectives and contents of the learning unit concerned by the evaluation;
- 4) Psychopedagogical designs and particularly the learning theories underlying the teaching approach.

Taking into account these facts, the role of the student in the formative evaluation of this learning may, in all cases, graduate in intensity, moving progressively and to varied degrees of participation or collaboration, of assisted participation in the student's total responsibility for formative assessment activities, as part of an appropriate approach to accountability and empowerment.

Thus, the student can, at a given moment in his intellectual development, take charge of his own evaluation, within the framework of self-evaluation and thus actively participate in the evaluation of other students, in the form of co-evaluation and thus participate actively evaluating other students, in the form of well-prepared co-evaluation or as part of a well-defined and also negotiated form of tutoring.

III.1.2.3. SOMATIVE EVALUATION

The role of somative evaluation is: the classification, certification and attestation of the progress made by the students, occurring at the end of the sequence or program, once the teaching and learning has taken place.

For this, it wants to be centered on the student to complete the program and it is therefore finally achieved. Its main function is to establish to what extent the objectives sought have been achieved and the skills considered to have been mastered.

It should be noted that Bloom and his associates are not in favor of the temptation to establish instruments that would be used for both formative and summative evaluation.

Their position is explained by concerns to preserve the training of help, support and reinforcement of formative assessment from the fears and negative attitudes of students often associated with summative assessment.

Note that it is the roles or function that makes the difference between one type of evaluation and another and that there is an obvious link of complementarity between diagnostic evaluation and formative evaluation.

In this regard, Bloom et al. [1981] are in favor of its platforms two examinations scattered during the teaching and learning process contribute cumulatively to the summative evaluation at the end of courses or programs. However, Scallon [1988] warns against any attempt at association and emphasizes that it is not easy to harmonize formative evaluation and somative evaluation, because it does not come from the same spirit and does not respond at the same request from the education system.

Hence the need to examine, as a teacher and practitioner, certain characteristics of summative evaluation, acquired over time and which risks contaminating the practices of formative evaluation, to the point of depriving it of its essence and at the same time its true role.

III.1.3. THE TYPOLOGY OF LINDA ALLAL.

The formative evaluation models proposed by Linda ALLAL [1980] and based on a deep knowledge of learning mechanisms and the different theories that attempt to explain it. Indeed, the evaluation approach defended by this author gives a large place to the international approach, on the one hand and the cognitivist approach is constructivist, on the other.

This interactive evaluation approach based on formative evaluation methods which can be combined according to the educational needs of the pupils/students and the teacher, in a well-defined and planned teaching and learning situation. these two modalities are:

III.1.3.1. one-off formative assessment

Which occurs at the end of a teaching and learning stage to assess students' performance and achievements in relation to the targeted educational objectives.

It assumes that the difficulties were not identified during training and that the regularization which follows this evaluation will be carried out by a return on the uncontrolled objectives of the teacher sequence, hence the name retroactive regulation given to the resulting support and reinforcement activities.

III.1.3.2. continuous assessment

This is achieved by the systematic observation of students in a learning situation relating to a course or a sequence of courses. In this case, the interactions between pupils/students, on the one hand and the teacher-student interactions, on the other, take care of the evaluation opportunities rich in feedback and therefore conducive to the regulation and adaptations of teaching activities and learning that results from it.

These adaptations occurring during the course of the course then take the form of interactive regulations that can contribute effectively to achieving the objectives of mastering the targeted skills. Let us recall here that interactive formative evaluation is based according to Allal [1980] on three moments which are:

- (1) Collection of information,
- (2) Interpretation of the information collected and
- (3) The adaptation of educational activities to the requirements of the color of the objectives. Moreover, the author particularly insists on the importance of the initiation of the teacher who generally knows his students well and can therefore easily detect their difficulties and offer them appropriate regulation activities (Scallon, [1988] distinguishes in southern form of formative evaluation: continuous evaluation and one-off evaluation, depending on whether the regulation is interactive or deferred.

III.1.4. EVALUATION CONTINUES TO FUNCTIONOMATIVE.

Several considerations surrounding the practice of somative evaluation led de Landheere [1974] to introduce the notion of continuous evaluation, through summative evaluation modalities, knowing that other authors and several practitioners rather send a modalities of Formative assessment combines with educational support for students in difficulty.

The place of continuous evaluation as well as its role or function are the subjects of a debate between researchers and practitioners from two main currents: those who defend continuous evaluation as a tool for controlling learning and student motivation; and what he considers to be an element foreign to the teaching-learning process and disruptive to its continuity.

In fact, it is a question of dealing with very specific elements of a complex problem relating to the preservation of the questions, to the advisability of the feasibility of final exams to attest to the color of the objectives of a course or a program and the relevance of decisions taken on the basis of the results obtained using continuous evaluation.

Which means that decisions taken at the end of a course or at the end of the year must no longer be based on the results obtained on a single test, but on all of the students' work or throughout a teaching and learning process, knowing that the final examination is intended to provide a final assessment which can be positive or negative and that the marks of the evaluation continue to be intermediate within the framework of an assessment which incorporates an evolution, in one direction or the other.

In all cases of evaluation serving a somative function we are exposed to two phenomena of contamination, as when each act of evaluation of mouth on a particular intermediate assessment recorded in the report cards or the student's files.

And to avoid falling into confusion, it is suggested that methods of dividing the year into a small number of stages or of dividing a course into large thematic units at the end would correspond to moments of summative evaluation.

On this subject, Scallon [1988] suggests the use of the notion of punctual somative evolution, which carries an effect of rewarding the effort of excellence in performance and the penalizing effects of negligence and signs of laziness among students.

The establishment of such a mechanism does not take into account the conditions for carrying out certain duties which are not comparable nor necessarily well controlled with regard to their authorship.

III.1.5. SOMATIVE EVALUATION AND THE ASSESSMENT FUNCTION

Somative evaluation, the primary function of which is to certify the achievement of the objectives of a course or program, with a view to establishing an assessment, also has the function of classifying students, of comparing them to each other. and to issue certificates of progress, called certificate of education.

Thus, summative evaluation most often aims to establish a provisional progress assessment or a definitive end-of-course assessment and institutional and social recognition of the learning acquired.

In this case, the specification tables intended for the development of native tests must relate to all the units or elements of a course or a significant section of the teaching subject, while indicating the corresponding percentages to the importance of each (unit of intersection of contained behaviors).

Whether it occurs during learning or finally during the course, summative evaluation and associated with the notion of control, both educational and institutional and social.

Indeed, its mission is to compare (what is) with (what should be) and attest to its veracity and accuracy. Associated with the notion of assessment, the summative evaluation of learning is not compatible with the operations of addition and accumulation of marks applied to continuous assessment or to so-called somative evaluations of the stage.

Calculation practices associated with the use of continuous monitoring for summative evaluation purposes can only be accepted pedagogically speaking, in the presence of a well-defined ideal balance sheet and which would serve as reference models for decision-making. . It is rather advisable to keep the results of the continuous assessment, as a top summative evaluation and to record them in a roadmap for each student, wanting to report on their progress towards the targeted learning objectives.

Let us note on this subject that the system of points accumulated with a view to establishing a final assessment does not withstand the examination of the point of view of the summative evaluation in the real function is to report on the achievements achieved by the pupils/students. , such as they are at the end of a progression or a given learning sequence, in fact, the assessment in question must not be a summary of your successive learning, more or less distant from the moment when the final summative evaluation is carried out; even rather a profile of achievement in relation to the objectives targeted at the end of a teaching and learning course.

The notion of progress report which has prevailed until now in our educational system does not also pass examination from the point of view of formative evaluation which is intended to be continuous and interactive, because associating the two conceptions or confusing them would be a a real challenger, as Scallon [1988] clearly pointed out.

III.1.6. PROGNOSTIC ASSESSMENT AND ORIENTATION

In the field of education, whether in the school environment or in that of professional training, those in charge are often only required to make decisions whose impact and results only take on their true meaning when medium or long term.

This is the case of an educational or professional orientation decision which concerns the learner's path to his educational and professional future. For this, all orientation decisions must be based on psychological and pedagogical areas valid and also faithful when changing the learner to succeed or not in a school branch or a training sector. Such decisions are made in the light of data which is both global and specific and relates more particularly to current academic results, general and specific aptitudes conveys aptitude towards disciplines and professions and the preferences and interest of the subject.

this data is used to predict, using an appropriate multiple regression scheme, the learner's future performance. In this case, any impression in the collection and evaluation of data or error in referral and orientation is always synonymous with failure and wastage and therefore a mark of effectiveness for the entire education system. point it is therefore imperative to estimate the probability of success and failure of a person to be directed towards a particular section or a particular sector, taking into account these academic results and their performance in a battery well suited to psychotics.

Without this, those concerned and the system as a whole are exposed to paying the price for errors of direction, the consequences of which are often difficult to measure. Hence the interest given to prognostic evaluation by research and education practitioners in general and guidance and evaluation in particular.

Furthermore, the field of prognostic evolution is not limited to the field of educational and professional guidance. in fact, educators (teachers, school principals and other officials), students and parent guardians of the lips often make prognostic evaluations, when they expect the success or failure of a particular or like another student.

This is how educators deliberate, in class council, and decide to honor or congratulate certain students and to warn or blame others, during the school year. The decisions to move to the next level, the day and exclusion are made within the framework of a formal prognostic evaluation, more or less well

conducted. The students' expectations, their reactions and that of their parents and guardians also obey the same logic of predictions but this time based on informal estimates.

Given these observations, prognostic evaluation is also part of the daily educational act and has a particular impact on its various actors and partners. Its importance requires us to give it all the necessary attention and care so that valid and accurate relevant information is available at the time of decision-making, for each of the interested parties. Hence the need to adopt an appropriate approach, which is equipped with data colleagues' instruments and to use appropriate analysis techniques capable of guaranteeing valid and reliable results for timely decision-making.

Otherwise, the orientation decisions risk being detrimental to the effectiveness of the approach in achieving the targeted objectives and thus contributing to the achievement of the goals of the education system.

III.1.7. THE FUNCTIONS OF PLACEMENT EVALUATION

Placement evaluation, particularly in the education system which places the subject at the center of teaching activities through the adoption of individualized pedagogy, has the mission of moving students in the best possible conditions. teaching learning possible.

Its appearance and development are linked to two types of teaching which imply, each in its own way, respecting the learning rhythms of students: collective teaching featuring mastery pedagogy based on the individualization of students' learning paths; And; Specialized education, mainly for students suffering from a minor, slight or more or less major disability, and using differentiated teaching; In all cases, it is a question of school establishment or deformation with class groups or the mobility of students constitute a basic characteristic, because of the continual search for the greatest possible effectiveness of teaching learning.

Whatever the nature of the class group, evaluation of placements aims to highlight the characteristics common to the students, while ensuring that each of the teachers is also equipped with appropriate training and characteristics consistent with those of the pupils/students. and convergent towards effective teaching-learning.

This can be fully assured only if psychological (interest, attitudes and values) and pedagogical (working style, teaching method and objective) variables are actually shared by all members of the class group, including the 'teacher.

In this context, it is also essential that students taking the same course are at two similar aptitude levels and that they have the necessary prerequisites to approach and follow the lessons programmed in this or that other school level. In general, the function of the placement evaluation is to produce an assessment of the students' aptitudes, their interests and their prerequisites, the desire to place them in the level and the teaching class which offers them the best guarantees of success in their progress. school.

Let us point out here that we are not in an orientation framework, since the path in question is of short duration (one year at most) and which decision is not always irrevocable. In other words, the displacement evaluation is clearly distinguished from the prognosis evaluation involving the medium and long term.

It is also distinguished from the educational diagnosis, carried out within the framework of the formative evaluation which is interactive, since the placements, if necessary, are always provisional and of short duration (no more than a few weeks). Let us note that the fields of action of the movement evaluation but it is not limited to the field of mastery pedagogy and that of differentiated teaching for the disabled, since it is also very useful in the teaching of gifted children and note exceptional intellectual abilities.

Furthermore, the placement evaluation and contribute to making more effective the remedial activities which are proposed to certain categories of the lips, as part of a formative evaluation process. But it should be emphasized, in this regard, that each deceased evaluation retains its specific functions and approach, and pursues its own objectives.

IV. DATA TABULATION

Table No. 1. Do you often assess learners before introducing the new lesson?

RESPONSE	FREQUENCY	PERCENTAGE
Oui	12	42, 8
Non	6	21,4
Pas du tout	10	35
total	28	100

The continuous data in this table tells us that 12 subjects questioned out of 28%, 42.8 say that they evaluate the learning before introducing the new lesson, 6, or 21.4, say no and 10, or 35%, say not at all.

Table No. 2. During the didactic activity, do you find time to evaluate the learners?

RESPONSE	FREQUENCY	PERCENTAGE
Oui	15	53,5
Non	5	17, 8
Pas du tout	8	28, 5
total	2	100

As we see in this Table No. 2, 15 subjects questioned out of 28, or 53.5%, affirm that they evaluate during the didactic activity, 5 subjects, or 17.8%, say no and 8 teachers, or 28.5, say not at all.

Table No. 3 Do you take exams at the end of the course or teaching program?

RESPONSE	FREQUENCY	PERCENTAGE
Oui	24	85, 7
Non	0	0
Pas du tout	4	14,2
total	28	100

The results of this table above inform us that 24 subjects questioned out of 28, i.e. 85.7%, agreed to take the exams at the end of the program, no subject of study for negativity and 4 teachers, i.e. 14.2%. don't say at all.

V. DISCUSSION OF RESULTS

The continuous data in this table No. 1 tells us that 12 subjects questioned out of 28%, 42.8 say that they evaluate the learning before introducing the new lesson 6, or 21.4, say no and 10, or 35%, say not at all; according to table No. 2 it appears that 15 subjects questioned out of 28 or 53.5% say that they evaluate during the didactic activity, 5 subjects or 17.8% say no and 8 teachers or 28.5 say not at all and Table No. 3 The results of this table show us that 24 subjects questioned out of 28, i.e. 85, 7% accepted that they take the exams at the end of the program, no subject of study for negativity and 4 teachers, i.e. 14.2% say not at all.

VI. CONCLUSION

Starting from consideration surrounding the classroom practices of evaluation in the educational system in general and the Congolese educational system in particular, this article proposes to present the different types of educational evaluation within the framework of an essay on classification, desire to enlighten practitioners and motivate them in their search for avenues for continuous improvement of the effectiveness and quality of teaching.

Far from taking a typological analysis strictly speaking, something impossible here that is really carried out elsewhere by eminent researchers, this article is content with a summary presentation of each type of evaluation, giving more time and space to formative evaluation, taking into account its role in the teaching-learning process, as an element of process regulation.

The other types of evaluation (sumative, prognostic and displacement) have been treated with a minimum of detail, while emphasizing their respective function and their undeniable usefulness in any educational system aimed at improving its attributes of efficiency, excellence and quality of acquired knowledge.

This attempt to classify the different types of learning evaluation comes at a crucial moment in the teaching of the various actors in our education system in the implementation of integration pedagogy and the competency-based approach, in the success requires good planning and continuous monitoring of teaching-learning activities.

He sees for himself that the healthy practice of the different evaluation approaches associated with each type, from a perspective of complementarities and without confusion of the respective functions, constitutes a solid guarantee of the promotion of quality teaching and internal efficiency and external to any education system in the DRC.

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