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RESEARCH ARTICLE

EFFECTIVE ASSESSMENT OF READING IN THE CERTIFICATE OF ELEMENTARY PRIMARY EDUCATION

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ABSTRACT

Evaluation is defined as a process which enables to get an award on developed competences in order to decide or to act. This study has been performed upon the analysis of the evaluation of reading activity concerning the Elementary Primary Studies Certificate (Certificat d'Etudes Primaires Elémentaires). It starts from hypothesis: there is a gap between the Institutional prescription about the evaluation of reading activity and the reality of that evaluation concerning the Elementary Primary Studies Certificate. Some inquiries have been held through semi-controlled conversations in Brazzaville with both scholar Circumspections of Madibou and Makélékélé I, by Inspectors, Heads of scholar circumspections, Inspectors in charge of pedagogical activities, Principal Pedagogical Counsellors, Headmasters and active teachers with a sample of forty (40) topics. The results obtained through this research show that the oral examination of reading is not done upon the basis of protocols of evaluation officially prescribed with non-standard tools. The examiners oral instructions. By the same token, scientific community should provide to examiners a scale of marks about reading. They should first be trained before the oral evaluation not without developing their intellectual intuition.

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INTRODUCTION

All research has the ideal of providing the scientific community and decision-makers a convincing point of view on a situation or a problem of general interest. This research proposes to analyze the effective evaluation of the reading at the Certificate of Primary Elementary Studies (CEPE). It is part of the evaluation paradigm, which is "a process or process that makes it possible to judge the skills developed and the knowledge acquired in order to make a decision and to act". This research is based on the observation that there is a difference between what is said in the official instructions on the assessment of reading in the certificate of elementary primary education (CEPE) and the way in which teachers actually evaluate this discipline during this examination. end of primary studies. The problem that arises is to pay particular attention to the facts and their real causes that induce the phase shift observed during the effective evaluation of reading at the CEPE. This is what is played when passing the oral tests of reading to the Certificate of Elementary Primary Studies (CEPE). In most cases, it is almost universally decried that school failure at the end of the primary cycle is the result of the poor practice of evaluation during CEPE oral tests.

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For this purpose, the official instructions underline that "the examination includes, inter alia, an expressive reading of a dozen lines: 10 points notation". In the field, we note that this evaluation is out of step with what the official instructions require. It turns out that teachers do not have reading grids, each one evaluates according to his sensitivity. The examiner appreciates the reading of the candidate without any real basis of appreciation. The orientation instructions of the candidate for expressive reading (recommended by official instructions) lack objective criteria. The advantage of conducting this research lies in the fact of offering a reading grid that does not leave the teacher alone during this evaluation and to enable him to be made aware of the steps involved in an assessment of academic achievement. To study these differences and better understand how primary school teachers appropriate this evaluation process, it seemed interesting to question them on a large scale. For our research enterprise to find its full interest in the scientific community and to acquire new knowledge which, directly or indirectly, will have an impact on the assessment practices of the reading mechanisms in the oral examinations of the CEPE, as well as On the success and the school and social path of the students, we based our reflection on the theme "the effective evaluation of reading at the elementary school certificate". But given its importance in educational systems, the subject of evaluation has already been the subject of several researches, the results of which are reproduced here:

According to De Ketele (2006) evaluation is "a measurement, an assessment, using criteria, of the achievement of the objective or the degree of proximity of a production to a standard". For Scriven (2009), "the evaluation must be a means of training the student and no longer a means of information to multiple destination". Above all, it is a means by which the teacher can judge the effectiveness of the means used to achieve the objectives. According to several researchers Allal, (2007); Cardinet, (1975); Figari, (2001); Roegiers, (2004), Scallon, (2004), Tardif, (2006), the evaluation of learning is considered as "a complex process that leads the teacher to make a professional judgment about the skills developed by students in order to to make an educational or administrative decision and to communicate this judgment to different addressees". Raphaël Nky (2004) focuses on the place of evaluation and the role it plays in the Congolese education system. Here, the author focuses on the determining role and the real place of the evaluation policy in our school system by putting more emphasis on the operation of the entrance exam in the sixth in its dynamics of school flow management. at the beginning of the secondary cycle, and not on the actual assessment that may be the source of the students' failure in this examination. Thus, in light of this work and taking into account all of the findings listed above, our research question is expressed as follows: What reading assessment practices are adopted by teachers of primary school during oral examinations of the certificate of elementary primary education (CEPE)?

This research question led us to formulate the following general hypothesis: Primary school teachers do not adopt normative practices of reading assessment in oral examinations of primary school certificates. From this general hypothesis follow two operational assumptions.

Operational assumptions:

1. Primary school teachers evaluate reading without a prescribed protocol. They use their mood during the CEPE oral exams (variable 1).
2. Primary school teachers evaluate reading according to their subjectivity (variable 2).

To verify these hypotheses, we used a methodological work that consisted of semi-structured interviews with leaders and teachers to gather a set of comments on the actual practice of oral evaluation at the CEPE. If our previous research has led us to take a general interest in primary school teaching practices, our current work questions the notion of reading assessment in four subsequent chapters. After this introduction with the problematic elements of this research, chapter two will be devoted to the methodological approach, chapter three to the presentation and analysis of the results, chapter four to the synthesis and discussion. Finally, in conclusion, we will highlight the main findings of our research by analyzing the consequences of future research.

MATERIALS AND METHODS

To carry out our investigation, we limited our scope of data collection on the administrative radius of two school districts in the school department of the city of Brazzaville. This is the Makélékélé I school district and the Madibou school district. Our qualitative survey focused on a documentary analysis focusing on the analysis of organic texts, statistical documents,

various memos and many other documents related to the holding of sessions of oral reading tests at the CEPE. This analysis was based more on the theme: "The layout of the evaluation protocol". This survey also included semi-structured interviews with a sample of 2 ICCS, 9 ICAP, 10 CPP, 10 school principals and 20 active teachers. These interviews were also extended to 5 teachers: 1 inspector, 1 educational consultant and 3 retired teachers working in private schools. With them, we sought to know a little more about their experience on the management of oral tests of the CEPE. We therefore targeted 56 teachers for our survey. However, of the 56 teachers selected, 16 declined our exchange request. 40 responded favorably.

Thus, the results obtained are represented in the following table:

Table 1. Participants in our survey

Participants	Total
ICCS	2
ICAP	8
CPP	5
Director of Schools	5
Active teachers	15
Retired teachers working in private schools	5
Total	40

In accordance with this choice, each teacher was met for an interview lasting 50 to 60 minutes.

To do this, our survey was conducted around four themes:

1. Personal and professional background: this theme allowed us to know the identity of the interviewees; their seniority, their professional background, their functions and grades.
2. The provision of an evaluation protocol: this theme informs us about the existence of regulatory texts and the relevance of their administrative scope.
3. The use of evaluation tools: this theme allowed us to know and understand the evaluation criteria used to validate candidates' performances and their interpretation.
4. Support and training received: this theme was used in the context of examining the professional status of examiners in relation to the exercise of their role as examiners of oral tests at the CEPE.

Thus, in view of the study population (40 respondents), we opted for a qualitative study using documentary analysis and semi-structured interviews.

Semi-directive interview

Thus we conducted interviews with 40 teachers including:

- 2 Inspectors Head of School District (ICCS);
- 9 inspectors responsible for educational activities (ICAP);
- 10 Principal Pedagogical Advisers (CPP);
- 20 active teachers;
- 5 retired teachers working in private schools.

Our exchange during the semi-direct interview focused on the following topics:

- The personal and professional journey.

- The provision of an evaluation protocol in general.
- The use of evaluation tools: criteria for assessing the performance of candidates.
- The support and training received to perform the role of examiner of oral tests of the CEPE.

It should be noted, however, that in order to have the ease of presentation and easy analysis of the results obtained, the "Teachers" corpus has been divided into three categories, namely:

- The category of supervisors constituting the class of primary school inspectors;
- The category of supervisors grouping the principal pedagogical advisers and the school principals;
- The category of teachers containing the active teachers of the public and private schools maintained.

Presentation and analysis of the results

Results and Analysis of the Literature Review of the Layout of an Evaluation Protocol

Table 2. Document analysis grid

Themes	Spécifications	Appréciation
Provision of an evaluation protocol	School Act	1
	Decrees on the organization of the CEPE	1
	Memoranda implementing official instructions	1
	Evaluation protocol regulating the policy of assessment of learning achievements	2
	Specific guidance texts related to practical evaluation methods on reading at the CEPE	1
	Texts appointing examiners	1

1: exists; 2: Does not exist

This documentary study grid highlights the theme by which we analyzed the different documents that constitute the official evaluation protocol commonly used during CEPE reading sessions. As we have detailed on the documentary study methodology, a number of documents have been targeted. These included: the school law, the decrees concerning the organization of the certificate of elementary primary education (CEPE), memos, circulars and statistical booklets. For example, when we did not find a document related to our theme, we gave it a score of "2" corresponding to the rating "Does not exist". Based on this table, we can notice that the majority of documents consulted related to the regulation of the conduct of CEPE exam sessions exist; except for the assessment protocol for the assessment of prior learning, which, however fundamental in carrying out an evaluation session, does not exist. However, those that exist are more related to the administrative aspect of holding CEPE written test sessions and do not provide practical guidance for examiners. That is to say, the few texts that deal with the organization of oral tests are simply limited to the dimension "instructions for the administration of the tests" but do not, however, focus on the behavior or attitude that must be the examiner against the criteria for rating the performance of candidates. There is thus deformity or denial of the norms of a criterion-referenced or normative evaluation in the prescription conveyed by the organic texts in force. In fact, even during the interviews, we heard statements like: "There is no official national scorecard. Each constituency gives itself a scale by literally respecting the thresholds of 4 for the bad grade and 8 for the best or good note in oral reading at the CEPE ". It is as much a recognition here that our calculation was justified and

seems to find confirmation through the results presented in the document analysis grid above. For all six (6) specifications, the score of 1 would mean that the document prescribing the CEPE oral reading assessment standards does exist. However, it appears here that the fundamental document of the evaluation translating the policy of assessment of learning achievements is note 2; rating well below average. This indicates that the document is non-existent or not at all known by the users of the regulatory texts. This revelation induces de facto a formal defect in the regulation of the holding of the sessions of academic achievements in general and particularly the oral tests on reading at the CEPE. Not only is there a defect in form, the use or the interpretation that one makes of the few texts speculating on the prescription of the oral reading of the CEPE is somewhat so biased. Because, the school administration is one and not multifaceted so that each school district circumscribes its docimology to its size and according to its moods, that evaluative understanding of the value to be given to the performance of candidates for oral tests of the CEPE remains an asset cut at its convenience. For more confirmation of our initial affirmations in our problematic (our speculations), these observations are analyzed in connection with the opinions from semi-structured interviews with teachers. These results will then be discussed in the light of the critical review of the literature that we presented in the second chapter of this work.

Results and analysis of the semi-directive interview

At this level of presentation and analysis of the results, we are interested in the way in which the teachers proceed to evaluate the academic achievements in general and more particularly the oral tests of readings with the CEPE.

Theme 2: The provision of an evaluation protocol

Our first concern was to know if at all the sessions of evaluation of the learning achievements, they exploit an evaluation protocol called also evaluation protocol, which makes it possible to make the assessment of the acquired educational achievements by the learners. On this point, 31 respondents out of 40 acknowledged the lack of an institutional evaluation framework that allows the performance of learners to be properly assessed. 5 out of 40 respondents acknowledged the existence of such a document. 4 out of 40 respondents were "no opinion" and are to be classified as those who did not recognize the existence of a learning assessment protocol. However, in orienting our understanding of the meaning of the protocol referred to here, we found that some opinions are contradictory to the usual reality of the document "Assessment Protocol for Learning Achievement". Many of the interviewees understood this as the set of documents that regulate the conduct of an examination. Others, on the other hand, have understood it as a single document that describes the entire policy of assessing educational attainment in the Congolese education system. In view of this contradiction, it must be stated that the document made available to the examiners enjoys a plural interpretation. As we pointed out in the literature review, there is really no established framework that explains the normative protocol for assessing learning achievement in our country. Once again, we note that there is deformity or denial of what is prescribed on the assessment of academic achievements during the oral test of reading at CEPE. Therefore, we note that there is the lack of an established framework for the assessment of learning outcomes

for the simple reason that 31 individuals are unaware of the existence of this document and 4 others have remained without opinion. When it finally came to know with which tools of rating the performances of the candidates are evaluated, the following configurations have been noted:

a - Category of Inspectors: ICCS and ICAP

- 2 Chief Electoral Inspectors (ICCS) and 8 Inspectors in charge of educational activities (ICAP) recognize recommending the use of a scoring or rating scale;
- No ICCS refers to the experience of other school entities versus 2 ICAPs that sometimes use it - 1 ICCS and 4 ICAP sometimes encourage personal initiative examiners.

b - Category of Supervisors: CPP and School Directors

- 10 supervisors recommend the use of the rating scale;
- 2 educational advisers recognize recourse to the experience of other school entities;
- 3 main pedagogical advisers, arouse the use of the personal initiative of the examiners.

c - Category of active public school teachers

- all 20 teachers acknowledge having received as a recommendation from the hierarchy: the use of the rating scale to rate the performance of the candidates in oral CPCE;
- 11 teachers (6 public teachers and 5 private teachers) claim to use the experience of others as shown by 1 CPP.
- 7 teachers use their personal initiative to record the performance of candidates. These results constitute proof confirming our assumption on the rating of the performances of the candidates which is done according to the personal mood and that the management of the sessions of oral test of reading know a sectoral organization justifying by the fact that the scale used during oral sessions is often the one initiated by the college of inspectors and pedagogical advisers of a given school district and therefore that this protocol is specific to each constituency. It is therefore important to stress that teachers evaluate reading without a prescribed protocol and use their mood in CEPE oral examinations.

Finally, theme 2: "The layout of an assessment protocol", overall we find that viable standards for a fair judgment of the performance of candidates at the end of the primary education cycle are not taken into account as required by the docimological prescription. This proves once again that the situation of the evaluation of the oral reading of the CEPE is far from meeting the expectations of a normative evaluation as we translate it into the following observation:

- The examiners in their judgment do not have not a prescribed assessment protocol that may help them make a valid, reliable and relevant judgment about the performance of a candidate;
- The examiners refer to their own personal experience in assessing the reading of the certificate elementary primary education (CEPE);

- examiners do not use standard tools to assess candidates' oratory performances. Theme 3: The use of evaluation tools (Criteria for assessing the performance of candidates).

Theme 3 of our study sought to highlight specific indicators for the use of evaluation tools in the performance of candidates; tools understood as: criteria for assessing the performance of candidates.

Thus, when we are interested in the basic criteria used to rate reading, the majority of respondents stated that they use as an indicator the respect of punctuation, the speed of reading and the pronunciation or diction of words or sentences. These comments corroborate with the elements resulting from the analysis of scorecards that they use and that can be found in the school records of some primary school principals. These comments also emphasize that the examiners base their judgment on the situation previously experienced by them and that serves as a reference for them to interpret the evaluation. Moreover, apart from the identity protocol which is only a normal act, no room for maneuver is left to the initiative of the candidate to choose the textbook and the text at his convenience so that ultimately the reviewer serves only as a "censor-evaluator" of the candidate's work. This leads to the conclusion that the modalities of participation in the CEPE's oral reading test lack the required objectivity and the candidates work in somewhat unsuitable conditions for a summative evaluation situation that one would like to be "successful". Everything seems to be "imposed". This aptitude of management of the modalities of participation in the oral test of reading at the CEPE puts the candidate in a state of perceptible frustration. In other words, until then, no particular attention is paid to the choice of criteria, indicators and specific weighting inherent in oral examinations of the CEPE.

Theme 4: The support and training received to perform the role of examiner of CEPE oral tests

After the deployment of the interview protocol on the accompaniment and training received to perform the role of examiner during the oral tests of the CEPE, when we were interested in the training of examiners in the technique of oral examinations at the CEPE, many of the opinions collected showed that the examiners are not trained as such in the technique of oral examinations of the CEPE. They are rather informed about the course of action for the success of the session. According to some officials and even some teachers, a preliminary interview to the examination is organized. Regarding what the official instructions say to accompany you in your task as an examiner, almost all the people surveyed presented us with a document called "Vade mecum" in which are recorded the official guidelines that specify what is to be observed as a guideline for the assessment of learning achievements. In addition to the document "Vade mecum", the interviewees also mentioned the existence of a "Code of supervision, control and evaluation" which, in the same spirit as the Vade mecum, guides the teaching behavior to be displayed, when we are in the situation of assessment of learning achievements. Some wise went a little further and revealed that there is a new document initiated by INRAP entitled: "Institutional framework of the assessment of learning achievements and teachers", document designed since 2006 with the support of Praebase, but not yet available to users at school. Despite the presence of documents revealed, the reality

of the oral examinations of the CEPE is not based on the scrupulous application of the recommendations advocated by these institutional documents. In view of the opinions gathered on this fourth theme, it is important to point out that, despite the presence of a number of official documents which are supposed to guide the conduct of the examiner during the course of the session of oral reading tests at the CEPE, the examiners teachers enjoy a freedom of action contrary to the normative will of the course of a session of oral tests at the CEPE.

SYNTHESIS OF THE RESULTS

Our study focused on four (4) topics, namely: the personal and professional path, the layout of an evaluation protocol, the use of the tools of evaluation, coaching and training received to perform the role of examiner of the CEPE oral tests. Since the first theme was not analyzed, we analyzed three (3) themes. By comparing the results of our different approaches (documentary analysis and semi-directive interview), we have shown that the oral test of reading CEPE is not based on an officially prescribed evaluation protocol (theme 2: the provision of an evaluation protocol). This proves that the assessment of candidates' performance is subject to the whims of the examiners. Next, in theme 3 on the use of evaluation tools, we have shown that most of the tools used in the oral evaluation of the reading at the CEPE are tools built according to the pedagogical will of each school district; therefore tools not prescribed by the official and non-standard instructions. In these circumstances, we cannot claim to be relevant to the marks obtained by the candidates after their performance. Finally, speaking of the accompaniment and the training received to claim to be an examiner of the oral tests of reading at the CEPE, theme 4; it has been established that the choice of examiners is on the basis of criteria borrowed from subjectivism, because they do not faithfully reflect the relevance and the reliability of the selection of teachers to retain.

In addition, it has been shown that, as an accompaniment, teachers assigned to the oral tests of reading receive only oral instructions through an interview. No training in the techniques of pedagogical evaluation is therefore made for them before undertaking the work of the passing of the oral tests of reading to the Certificate of Primary Elementary Studies (CEPE). Any proportion of reserve respected, the concordance of the opinions collected should be summarized in these terms as prescribed by the Official Instructions. However, knowing the purpose of the CEPE exam, the examiner must observe a number of principles such as: require the School card to access the exam room, notes will be 4 to 8, do not give 9 and 10, given that these notes will have repercussions on the dictation, then note 8 should be given he who reads well: - The reading relates to 2 to 3 paragraphs; 2 lines are enough, avoid the arbitrary notes to the absentees, because these notes count for the ordinary CEPE ". But the reality lived throughout our investigation by semi-directive interview, summarizes through the following observations: the choice of reading text taken from the single reading manual is random, in practice, the candidate reads aloud a few lines according to the examiner's directions, the score obtained is not made public to the person concerned, the notation is random and is made according to the mood of the examiner, the criteria selected are: the flow, the pronunciation and the comprehension of the reading text.

DISCUSSION

Reminder on research variables

The main research question was: What reading assessment practices are adopted by elementary school teachers during the oral examinations of the elementary primary school certificate (CEPE)? As a priori to this question, a hypothesis was emitted: Primary school teachers do not adopt normative practices of the evaluation of reading during the oral tests of the certificate of elementary primary studies. To conduct our investigation in order to obtain confirmation or refutation at our presentiment, we have added two operational hypotheses, which operational hypotheses served as a beacon for the creation of our research tools: the study or the documentary analysis and the interview semi-directed. Our first operational hypothesis was that primary school teachers evaluate reading without a prescribed protocol. This evaluation modality being proven accurate through the analysis of the results resulting from theme 2, allows us to remember here that we had thought just by formulating such an anticipated response. In particular, relying on the conceptual framework mentioned in the second chapter of this thesis, the results of the investigation as well as the analysis of various documents related to the evaluation protocol, this operational hypothesis was confirmed since the evaluation protocol prescribed for the needs of judgment of the performances of the candidates does not exist. not. According to the information gathered from the teachers maintained the Scoring Scoring tool that is used during reading assessment sessions is not a standard tool in all school districts in our country. That is to say otherwise that they use their mood during oral tests. This first operational hypothesis was thus validated. With regard to the second operational hypothesis, it stipulated that the teachers of the primary school In this regard, it is clear from our interview sessions that, professionally speaking, the teachers often committed to the assessment test of the knowledge and skills of the reading candidates at the oral sessions of the CEPE, only receive oral instructions in a preparatory interview held in each school district. The criteria for validation of the performances of the candidates who are advised to them are limiting to the point where they evaluate only a part of what normally should be evaluated so that the candidate feels deserved or not his title of "Titus with the CEPE". In light of the opinions collected, the relevance, viability and reliability required in the fair assessment of candidates' achievements are not reflected in the assessments made by the examiners. This second operational hypothesis is also validated. Also, referring to our critical review of literature, we found that a single theme was similar to ours. In this deductive perspective, we analyzed the work of Raphaël Nky (2004) who looked at the evaluation in end of primary cycle at the level of the selection of the candidates who aspire to continue their school curriculum at the secondary level. In his conclusion, he came to deduce that the competition is an evaluative practice that does not allow the Congolese child, who wants to develop and develop intellectually, physically and morally, to easily access the first level of secondary education. The fundamental reason for this conclusion is that the competition only validates part of the learning achievements of the learner who completes his primary cycle. Compared with the work of that author, we have also been part of the dynamic that scrutinizes school hazards looming at the end of the primary education cycle. With the only difference, we looked at this primary exit not at the level of the selection, but rather under the docimological angle of the certification.

Selection and certification are two pedagogical actions that lead to the exclusion of schooling if we do not take it keep. Also, for both selection and certification, the use of performance appraisal tools is still required. As a result, in connection with the work of Raphaël Nky (2004), the theme is particularly at the crossroads, because the same conditions that it required to better judge the relevance of the validation of acquired achieve at the end of the primary cycle turn out to be ours too. His concern comforts us in that the same docimological dynamic that governs the feasibility of the competition is the same one that governs the certification of academic achievements that we wanted to demonstrate through our study. As a result, given the confirmation of our assumptions operational and proven similarity with Raphaël Nky's work, we can affirm that our main research question, as well as our main hypothesis here find their confirmation. In conclusion, it is therefore true that between the prescribed on the practice of assessment of reading at the Certificate of Elementary Primary Studies and the reality of the practice of certification evaluation in the field, there is a proven gap. In the end, when we had speculated a priori in our problematic, we stressed that: "... Although made according to the conditions that fall under the Official Instructions (IO), the evaluative practice found during the oral test of reading (expressive) is outside the legal norms. The learner submitted to the test repeats in a few minutes (2 to 3 minutes most often) with frustration in front of a text which is proposed to him and whose length sometimes is not specified. In the end, depending on the mood of the examiner, a fortuitous note is assigned to him without a real basis of notation. Most often, only grades ranging from 8 (for the so-called good reading) to 4 (for the bad reading) determine the level of reading performance acquired by the learner throughout his / her learning time from reading to primary. The scoring is done without a proven grid of scoring ", we were right, because what is proven after analysis and interpretation of the results rightly confirms our supposition. It remains for us to conclude and make suggestions with respect to the results. obtained.

Conclusion

The aim of this dissertation was to analyze the reading assessment in the certificate of Primary and Elementary Studies (CEPE). Its ideal is to provide the scientific community with a subsequent input on the evolution of evaluation policy in a nation's education system. Thus, the culture of the assessment of learning outcomes cannot have a strong foundation without the influence of a wisely structured education policy. This was the scientific concern that guided the objectivity of this research. To educate, teach, learn and evaluate are the key words that characterize pedagogical action at school. We educate, teach and learn in order to train a complete man, able to take charge and be useful to others and in society. However, having capitalized on a body of practical knowledge through life and for life, one must prove that one has learned. One is truly considered a complete man only when the relevance of the capital of acquired achievements has been argued. It is in this context that we have located this work in a deductive research paradigm that has led us to understand with pertinence the didactic visibility of "an approach that makes it possible to make a judgment on the skills developed and the knowledge acquired in order to to make a decision and to act ", as it is realized in the concrete of the pedagogical action at the exit of the primary cycle. As we have mentioned throughout our work, the evaluation of reading has a gap in the practical

reality of its implementation. The prescribed and the real of the field do not complement each other in a normative symbiosis. To this end, we have shown how difficult it is to reconcile the prescribed and the real once and for all in a matrix that unites in a whole the political theory of the evaluation action to the docimological practice of the educational field. Evaluating reading in the Elementary Primary Education Certificate requires good training in the culture of evaluation and the mechanisms that underpin its implementation in the field. It is therefore inaccurate in this logic to believe that one can objectively validate all the achievements made in learning the mechanisms of reading throughout the primary cycle by focusing only on its docimological peculiarity symbolized by a minimum of three criteria, such as:

- Respect for punctuation;
- The rate of reading;
- Pronunciation or diction of words or sentences.

One learns to read to communicate a written message, understand the message read and translate the message read with expression. The results of this study have shown that the assessment of primary school certificate reading is not conducted in such a way as to link the prescriptive normative with the actual practice of the field. In addition, instead of just casually ignoring the anathema on examiners who use their moods to validate the candidates' performance, the important thing is also to emphasize that without adequate training one can not claim to obtain any other docimological behavior. than the one decried in our work. Continuing education of teachers and the encouragement of self-training in the practice of the assessment of learning outcomes are thus the safest means for the practical conditions of achieving an "orthonormed" organization (an organization with a standard equal to unity) of the decent evaluation of reading. Acting on the communication and training of teachers committed to the exercise of the role of examiner remains a socio-professional endorsement for the managers of the Congolese education system. They must take into account the expectations of the teachers in the oral examinations at the CEPE. This is the point of close supervision that would place teachers in a permanent listening dimension to the culture-based learning needs of the assessment of learning outcomes. It is only with this professional impetus that one would aspire to realize the good behavior to be maintained in the application of both written and oral evaluation actions of educational achievements. Administrative communication or training actions for the profession of assessor must be adapted to the administrative specificities (regulation of evaluation actions by updated legal texts) and to the universal scoring or validation of school performance. The mission of both the system managers and the directors of the process of judging the skills developed and the knowledge acquired must bear a particular stamp bearing the values to be promoted in the decision-making and in the action which underlies the implementation of the decisions taken. In order to enable learners to "continue their schooling in college, but also to fit directly in life ... and to better live his personal project, to manage his health, and his family, to assume his civic responsibilities, to contribute to a culture of peace and to prosper in economic actions "as recommended by the goals of primary school, the evaluation as a whole and particularly that of reading at the end of the learning of the mechanisms that characterize it, must indeed focus its action certifative on the following pedagogical skills: - support a conversation from a question-answer game without complex or frustration - to

listen and react in a consequent way to questions relating to life - to read with ease various written supports - to react in a consistent way to the messages read. Thus, one would judge the consolidation of the linguistic skills developed once at the end of the elementary school curriculum. Such a hands-on vision of managing the reading assessment process at the elementary school certificate is possible and can draw on some of the suggestions we made in Section 3 to eradicate the gap between the prescriptive which governs the assessment of prior learning and the reality of the criterion-referenced practice of reading assessment at the elementary primary school certificate (CEPE).

Suggestions

1. Towards the scientific community of assessment of learning achievements: Evaluation is the very recognition of the value, the quality of an educational system. It must be a primary concern in determining the educational policy of a nation. That is why, even if the theories of validation of prior learning appear disconcerting in their interpretation and application, the human resources managers of the education sector must act in the sense of making available relevant, viable and reliable tools in the process of In short, the teacher therefore only needs to be supported, trained, and oriented in his pedagogical action so that he fervently gets involved in performance-based management. For him to do it with satisfaction of all, he asks only to have close to his action an established framework which prescribes what he will have to do. John G. Hibben (1933), American thinker advise us to elsewhere: "To educate a man is to put him in a position to face all the situations of life" And Herber Spenser (1933) to go further: "The great goal of education is not not to know it, but the action." So, think about developing a valid evaluation policy; a policy that will enable the teacher to cope with all situations of pedagogical practice and will also enable him to act.

2. In the short term: Given the importance of the first diploma of the school curriculum of the Congolese learner who is the CEPE, given the legitimacy of the values that lie in the learning of the mechanisms of reading, given the docimological rigor that wants the dynamics of evaluation that would value what has been taught and taught well, it is important, in a context where the evaluation of the results obtained guide decisions, that the development of an evaluation system (evaluation protocol) is an imperative to facilitate the measurement, judgment and interpretation of school performance achieved at the end of the primary education cycle. This protocol based on a scoring grid (as suggested in the appendices) will be used to validate school performance in a meaningful way. This grid will have to take into account as a criterion all the general objectives intended for the learning of the reading mechanisms, instead of being limited to the specifications of the said objectives; specifications are only faith in performance indicators. In addition, evaluation is also an educational tool that allows the user to question himself, it is necessary to adopt a training plan for examiners committed to management. Oral examinations of the CEPE. We are not unaware that continuing education helps pedagogical actors, but making it sustainable would be beneficial for performance-based management (RBM). Thus, given the precariousness of the initial professional training received in the assessment of learning achievements, seminars, conferences and continuing education are to be promoted and

perpetuated in a sustainable way in all constituencies of our school map. Modernize banks items to avoid trial and error in the evaluation practice. Especially in its dimension of archiving and modeling or standardization of the criteria of validity of an item. So think about computerizing all the services that deal with the processing of academic results in order to standardize all the actions to validate the school achievements.

3 - To the examiners: The evaluation of the learning achievements is a precious moment to realize the assessment of its actions carried out during a given period. It is the moment to judge oneself and to validate one's psychopedagogical contribution, its contribution in the construction of knowledge by the learners. This dual action should challenge them to improve the way they act and react to judgment in terms of the expected performance of learners. Instead of being content with previous experiences or using other non-standard models of validation of prior learning, we suggest that they: - develop their evaluation practice through sustained and targeted reading - use a intellectual curiosity in order to awaken the flame of the educational "wisdom" buried in their soul and conscience - To develop a spirit of equity when validating the performances of learners - To cultivate ardently the desire to go further to know more about evaluation techniques - not to expect everything from the hierarchical authorities and to develop his self-learning intuition so as to no longer validate academic achievements according to his moods; digital canvas; because nowadays, educational claustrophobia is no longer appropriate in a united world via the Internet. Today's teachers must no longer be ignorant of the benefits of the computer tool. They have the necessary assets to strengthen their skills. It is therefore important for teachers to make a strong commitment to participate actively in these activities in order to be competitive.

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