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EVALUATION OF THE EDUCATION-RELATED ACHIEVEMENTS OF PRIMARY SCHOOL PUPILS – BETWEEN SUPPORTING AND EXCLUSION

In the modern world, characterized by omnipresent globalization, the constant technological development and dynamically changing systems of ideological values, education plays an extremely important role. Social, economic, political, and cultural transformations which have been taking place over the recent decades, had a significant effect on the image of today's education, creating different visions of learning and teaching, dictated by the diversity of demands and expectations towards the widely understood education. School, as an institutional facility carrying out the education process, has undergone a profound transformation, including, if not the entire, for at least a significant part of its operational practice. The overall task of the education process ceased to be the goal to equip its participants with knowledge and skills provided for in the imposed from the top down and implemented curricula. Nowadays, it is expected that the school shall not only provide learners with access to knowledge but also prepare them for life, teach them how to apply the competencies acquired in everyday practice, as well as how to function effectively in the society

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and in the world. This is an extremely difficult task, particularly today when the majority of societies are defined as “the societies of differences.” Differences, evident in almost each and every sphere of life, in most dimensions of human existence. Such differentiation is not only a global phenomenon but it is also characteristic of structurally smaller human communities. Some say about ethnic, religious, and financial differences, noticeable even in small clusters of individuals. Such differentiation does not spare the realms of education, on the contrary, to a wide extent, it includes also school communities. Both, entire facilities, as well as individual classes, are not uniform in view of their structure, as the pupils who co-create them are characterized by considerable differences. The disproportions may be found in the sphere of generally understood biopsychic development, and thus, in the way the pupils’ psyche is formed, as well as their emotional sphere, system of moral values, already developed or not, the system of cognitive structures they have, namely the knowledge and skills they have already acquired, and last but not least, the aptitudes necessary in the course of education, such as e.g., the effectiveness of perception, the ability to pay attention, education-related activity, motivation to act, responsibility for own acts and the awareness of the choices made. Apart from the biopsychic factors as such, constituting the natural reflection of human development, distinct social differences are also observed, visible, just to mention, in a form of differences of financial standing of families, from which the pupils come from, the conditions of learning available to them at home, whether the closest family is interested in the given child’s education, his or her successes and improvements or failures, and stagnation. The world a pupil exists in is not limited solely to school and the not only school itself, as well as the phenomena and relations taking place in it, condition the course of the learning process. Everything that surrounds a pupil, thus, his or her family environment, the system of general values and attitudes adopted by it, the transmission of which takes place in the course of child-raising process, the specifics and nature of relations with parents, peers and the immediate environment, will develop the adult-to-be and will certainly impact its education-related path, as well as the pupil’s place within the social structures (Augustyniak, 2016, p. 47).

It is expected that school should become a prosocial institution, supporting a pupil, to the greatest extent possible, in his or her education-related activities and in the generally understood development, and at the same time, preventing exclusion, easy to encounter in today’s, structurally diversified society. School may be considered as prosocial when the teaching methodology adopted by it, the style of its teaching-wise influence and the atmosphere it creates, provide pupils with a harmonious, safe and undisturbed development, both in terms of teaching and care-related as well as social context.

One of the most crucial factors constituting the potential source of social exclusion, present in school reality, is the assessment of a pupil by a teacher – the structure of which is one of the most crucial, but also controversial elements of an education process. In school reality, the assessment constitutes a manifestation of a teacher’s response to the achievements of his or her pupils, taking place and being at the

same time the effect of the process referred to as assessing (Okoń, 2017, p. 284). Assessment at school is an “act of defining and evaluating the learning results and communicating them to pupils” (Stróżyński, 2004, p. 733).

Evaluation of the education-related activity of pupils plays an extremely important role, particularly with regard to primary education, in grades I-III of primary school. As, school-related impressions and experience gained during the initial stage of education, shape children’s awareness of being subjected to the mechanism of assessment, both at school and in life. The systems of assessment applied towards the youngest pupils, condition their successful and effective adaptation to the new environment, which the school certainly is. Grade and the process of its construction affect the pupil’s psyche, shape his or her attitude and motivation towards learning, influence pupil’s perception of the school and a teacher, and condition further education-related development of each child. Incorrect system of assessment, or badly performed procedure pertaining to the evaluation of education-related achievements and improvements may result in failures at school, stir up pupils’ reluctance against learning and implicate the formation of a set of negative mental or emotional states and responses, manifested by fear of school and anxiety about engaging in the school community. As, school grade is “such a measure which reaches for the deep, emotional layers of the psyche, disturbing or building them, and its perception is always subjective” (Jakowicka, 1994, p. 454).

Each assessment procedure applied at any stage of education generates a different system of teaching and care-related influences, creates different chances and opportunities, is associated with different dangers and threats. Thus, it is so important that the system of assessment at the stage of primary education provides pupils with a sense of security and causes no negative effects within the school reality.

The above premises have been one of the arguments leading to the change of assessment system applied towards school achievements of pupils, which took place at the integrated education level along with the education reform, introduced at the beginning of the 90’s of the 20th century. Alongside the traditional, still applicable, method of assessment in the form of a digit, systems replacing the former grades by a sequence of letters, points and symbols, have emerged. Amongst the alternative concepts of education-related evaluation of child’s activity in grades I-III of primary school, gradeless system of evaluation appeared, based on verbal description prepared by teachers, which, relatively quickly, has been most welcomed and appreciated, which was demonstrated by granting it the status of generally applicable (Law of 7th September 1991 *on education system*, Polish Official Journal 1991 No. 95, item 425, as amended), valid also today (the Regulation of the Minister of National Education of 10th June 2015 *on the detailed terms and conditions of grading, classifying and promoting pupils and students of public schools*, Polish Official Journal 2015, item 843).

The introduction of the new, descriptive model of grading, was expected to become the magic bullet, solving many difficulties that the system of evaluation by means of digits applied towards education-related achievements of pupils, had to deal with.

Obviously, one of the greatest issues connected with it was the selective function that the grade had in the school reality. Measurability and the ability to make overviews and comparisons of the grades given, often underpinned the division observed within the school and class community into “better” and “worse” pupils, more or less talented, the ones considered to be destined for successful future education and professional carrier, assured to be better and assisted in all activities and those who are destined to fail in terms of education, strongly convinced about their inferiority – existed alone on the margin of school reality, forgotten and excluded from school community. As we can read in the article “Controversies Around School Grade,” by E. Misiorna, education reality is characterized by the cult of grades, while at school “everything is calculated (instead of the crucial things) and everybody is compared with one another, causing envy, disagreement, and frustration of those scoring poor in the tables (as well as fears and concerns of those scoring best, to lose such a prominent position). As everywhere you go, you can see the lists of grades of individual pupils (which should be confidential), grades of each class and the entire school, the library lending score, numbers of lateness, absences and other peculiar facts. And what is most important, school lives and breathes these numbers and scores in the tables, the school is concerned about them” (Misiorna, 1994, p. 477).

The aforementioned selective divisions in terms of their influence, were not limited solely to the school reality level, as R. Arends (1998, p. 219) emphasizes: “How well a pupil does on the test, what grades he or she got, what the teacher thinks about his or her abilities – all this has far-reaching implications for the pupil and the society. As based on this, we decide who will pursue higher education and what type, what type of professional carrier awaits him or her, what will be his or her first job and what will be his or her standard of life.” It is clear that the fact of giving grades to pupils is of the widest scope amongst all the managerial functions available to teachers. The consequences of this process are not limited solely to the teaching or educational sphere, but reveal also in the social dimension, while school grades themselves may, in the long run, and to a considerable extent, influence self-esteem and awareness of one’s own abilities (Arends, 1998, p. 220).

Interschool and interclass divisions of the school community, caused by selection accompanying the process of grading and being its result, often serve as the etiology-wise basis for many phenomena which may distort the harmony and the correctness of the multilayer widely understood development of a pupil. Negative manifestations of competition, hostility, envy, hatred often become the consequences of their occurrence, distorting interpersonal and social relations of pupils and teachers, as well as peers from the same class and within the entire school.

The negatively understood competition and the desire to score best, make pupils focus their education-related activity on getting the best grades and not to become wiser, better, but to “outperform the neighbor’s son and to get the best school grade” (Zagozdon, 1994, p. 71).

School grade has become the primary, overriding criterion, based on which, pupils judge their peers, which, in consequence, leads to breaking the ties and group unity and hinders adaptation due to the fear of getting a bad grade. Moreover, R. Więckowski (1998, p. 262) has stated that “grades start to become the tool used to intimidate pupils. This issue gets even more complex due to the halo effect. This is a general tendency to form tutors towards the likings and antipathies. A pupil perceived by a teacher as nice is treated by such teacher as abler and vice versa.”

Using grades as a punishment or reward, against the stereotypical beliefs, does not fulfil a motivational function, on the contrary, pupils who get bad grades, have lowered self-esteem, lose their confidence, underestimate their abilities and tend to be asocial towards their peers as: “when one gets C [in Poland digit 3] or D grade [in Poland digit 4], even B grade [in Poland digit 5], it is easy to envy him or her and stop liking an over-achiever getting A grade [in Poland digit 6], and what’s more, to lose one’s faith in the sense of learning” (Brzana, 1997, p. 140).

Stereotype perception of pupils by teachers, through the perspective of grades they get, makes each assessment procedure doubtful in view of its reliability and fairness. As, the basic criteria to grade the achievements of pupils in a correct and fairway, require from the education process to be individualized and to take into account the developmental differences between children. A grade created in this way does not express solely the level the pupil has mastered the learning material provided for in the curriculum but considers also a series of crucial factors, which influence to a great extent the process of knowledge acquisition and its final effect.

Identified with punishment or reward granted to pupils by a teacher, perceived as an object triggering asocial behavior and attitude (intensifying competition in its pejorative form) – school grade in the form of a digit, being the major criterion of multidimensional selection – not only failed to support pupils in the course of their education, but, on the contrary, instead of motivating, setting the direction and assisting in activity, has aggravated the fear of participating in school reality and resulted in the distortion of proper relationships present within the school community.

The core foundation of the origin and introduction of the descriptive assessment to primary schools was the belief that there is a need to consider individuality and uniqueness of each child and the conviction that it is necessary for the teachers to treat and perceive pupils from the subjective and objective perspective. From the definition-wise perspective, descriptive assessment could have been interpreted as one of the forms of evaluation of school-related achievements of pupils, taking on the form of an extensive written information, sometimes enriched or replaced by a verbal form, including comments pertaining to the process of learning and teaching-wise improvements of a given child (Stróżyński, 2004, p. 728).

Evaluation of education-wise effort of a child was to be done with the use of observation methods the external form of which is a description defining both pupil’s successes in the form of the knowledge or skills acquired, taking into account the con-

tribution and the progress made as well as indicating potential difficulties in individual development of the given child and setting the directions of further teaching-wise actions (Więckowski, 1994, pp. 451-454). Owing to the application of such methods as observations, analyses of child's works, talks, interviews, surveys and sociometric tests applied in everyday work, a teacher had the opportunity to make a detailed cognitive diagnosis of both the team of pupils and its structure, standards and relations within it, as well as getting to know each pupil individually, to pay attention to his or her knowledge, skills, aspirations, self-assessment, goals and hobbies, teaching strategies, the scope and reasons behind any potential education-related difficulties and failures. Moreover, the aim of the descriptive assessment was to prevent the occurrence of negative selection phenomena, and, contrary to the traditional assessment in the form of a grade, fulfilled an array of crucial functions, which were rare to find in the assessment by means of digits. Apart from strictly informational (meant to provide information about the course of education activity, not only to teachers, but also to pupils and their parents) and diagnostic function (enabling to define the level of mastering the material, detect irregularities and to potentially intervene to eliminate probable issues and provide the pupil with free-from-errors education at next levels of education system), descriptive assessment had also a training function – a teacher could owing to pupil's assessment expressed in a descriptive form and directed to the pupil, focus the pupil's activity towards possibly optimum and best use of developmental potential (Śliwowski, 2008, p. 75). Moreover, the descriptive evaluation did not underestimate the image of the given pupil in terms of errors made by him or her. In traditional assessment models expressed by means of digits, an error, regardless of its characteristics and aetiology-wise cause, is frequently the factor undermining the image of the pupil in the opinion of the teacher, which, mostly, is the reason behind "educational failure" of the given child (Żmijewska, 2002, p. 17). Whereas, in the descriptive assessment, an error, adjusted accordingly and assisted by the pedagogue, was to lead to the detection and better understanding of the issue is the source of the problems and difficulties of such child, a starting point for the determination of further teaching-wise actions focused on the best possible and the most comprehensive development of such pupil (Żmijewska, 2002, p. 18).

From the perspective of theoretical assumptions, the fact of replacing a traditional grade with descriptive assessment in the primary education has changed the character of assessment from selective and restrictive into informational and diagnostic. It was supposed to foster a friendly atmosphere in the peer group, to impact in a positive way the pupil's perception of not only the school but also the teacher. Owing to the descriptive assessment, pupils had the chance to become more creative and open, as their development was no longer hampered by stress related to getting a bad grade for a wrong, according to the teacher's expectations, attitude. The phenomenon of using grades by teachers as a punishment and a measure helping them to introduce and keep class or school discipline has been eliminated. School atmosphere created

by the descriptive assessment fostered involvement and motivation to further learning, while the education-related activity of a child was to focus around the desire to seek new knowledge and new experience which should override the grades, points or badges – major determinants of pupils' activity within the traditional assessment models. In the light of ideological presumptions, the descriptive assessment could have been described as entirely conducive to the process of learning, and its final product – in a form of gradeless description – as a measure supporting and assisting pupils, both from education and care-wise perspective as well as in terms of pupils' widely understood development.

During the theoretical analysis of a series of advantages and arguments for the soundness of replacing assessment in the form of a digit with a verbal description, a question arises about practical verification and effectiveness of the suggested solutions in the education-wise activity of the school.

In practice, it appears that taking into account the widely understood individualism of each pupil assessed is extremely difficult. Facing the actions aiming at the increase of the number of classes and overloading the curriculum content, teachers do not have the time to make a careful observation of each child, thus, it is not feasible to register in detail the manifestations of an individual education-related activity. In the above circumstances, it seems that the descriptive assessment fails to fulfil the diagnostic function, as teachers make only overall and fairly cursory observation of the entire class. It is often the case that pedagogues, limited by time and constrained by the inability to make the observations (focused directly on individual pupils), use in the process of descriptive assessment, ready-to-use templates and computer software, not to mention other means assisting the formulation of conclusions included in the description they prepare. Consequently, there is a risk that the descriptive assessment may lose its objectivism and individual character, the fundamental factors, based on which it was expected to operate. Instead, conventionality, mono-schematism, replace it, while the descriptive assessment of different pupils seems to be very similar. Thus, the descriptive assessment ceases to support and focus further activities of children, as they do not have access to objective information pertaining to their achievements and the elements which require to be improved further. Thus, pupils frequently express their disappointment with the information provided by the descriptive assessment. Lacking in objectivity and being too general, such assessment is not clear to them, the information is piecemeal and all the guidelines, if any, appear to be imprecise and of little use.

Expectations towards the system of evaluating the education-related achievements of primary education pupils differ from what offers the descriptive assessment currently applied in grades I-III. Therefore, a question arises about the future of the assessment in the integrated teaching. Whether faced with numerous weaknesses of descriptive assessment exposed, it is well-founded to reintroduce grades in the form of digits in grades I-III of primary school? Should the old system of assessment be re-

sumed, or whether it would be more desirable to try to establish a new model, living up to the hopes and expectations placed in it?

Conservative teaching-wise orientations, outlining the directions of the functioning of future systems of evaluating the achievements of pupils in terms of primary education tend towards the attempts of the synthetic merger of both so far applicable models of assessment, while other, more liberal or alternative ones, strive to initiate different, even innovative solutions in this field.

The attempts to combine the formerly applicable assessment by means of grades in the form of digits and the still applicable descriptive assessment, presume the establishment, by their synthesis, a new form of assessment – an assessment backed up by the extensive teaching-wise comment, called formative (Sterna, 2016, p. 4). The advocates of formative assessment, do not assume to give up on traditional assessment of pupils, expressed by means of grades in the form of digits (Sterna, 2016, p. 58). In the traditional model, grades constitute the information about whether and to what extent pupils have mastered the expected knowledge and skills, but do not include any guidelines on what should be potentially improved by the pupil, should her or his performance be unsatisfactory (in a form of a poor grade). Thereby, the scope of information directed to a pupil is considerably limited. In the formative model, particular attention is paid to the feedback, making it the most important element within the entire process of assessment. Owing to the information, most frequently adopting the form of a written or verbal comment attached to the grade given by the teacher, the given pupil, not only has the details about the level of his or her knowledge and the skills acquired, but is also furnished with the guidelines pertaining to the education-related areas which require further improvement to get better and master the material more thoroughly, which significantly accelerates the effectiveness of the education process. To introduce the formative model of assessment to the everyday education-related practice of the school, it does not require, in consequence, to change the curriculum. It is necessary, most of all, to establish a positive atmosphere in the class which fosters learning as well as the school environment (even by means of changing the relations on the teacher-pupil level and transforming the image of the teacher, frequently perceived by pupils as a distant “master,” into, much closer to them, “ally”), which defined clear objectives of teaching in relation to, both larger portions of material, but also to unit fractions, covered during each lesson (pupils’ awareness of the teaching objectives, both the objectives pursued on a daily basis as well as those more distant, transfers also partly the responsibility for the education process from the teacher to his or her pupils, making them responsible for their own actions and the final result of the teaching and learning processes, motivating pupils more to be involved in the education-related activity), and to establish clear assessment criteria, thus, detailed clarification of the issues taken into account in the process of assessment, at micro scale – e.g., one lesson and macro scale – e.g. larger fragment of material, the culmination of which is

the test (Sterna, 2016, pp. 13-21). Owing to such solutions, pupils preparing for the test, may easier, even on their own, determine which of the criteria and expectations they have already met, and on which they should focus more to master them better. Thus, apart from the sense of greater awareness pertaining to the education process and its performance level, and the responsibility for own actions and manifestations of education-related activity, pupils thus acquire, at least partly, the skills of self-assessment of own knowledge and achievements, which, in consequence, improves the effectiveness of the education process.

Remaining in opposition to the current conservative ideas of care-related sciences, the alternative directions of modern teaching-related development in terms of the evaluation practice regarding education-related achievements tend to grant pupils the powers to participate actively in the process, thus, changing the nature of the assessment-related relationship from “the teacher assesses the pupil” into “the pupil assess himself or herself.”

With reference to the learning process, self-assessment boils down to the ability of defining by oneself the level of knowledge and skills, the awareness of one’s own abilities, recognizing one’s own achievements, progress and successes in the course of acquiring new knowledge and new skills, as well as the ability of detecting potential deficiencies, errors and imperfections (Gliwa, 1978, p. 107). As I. Kopaczyńska (2004, p. 88) emphasizes, the need of self-assessment and self-control are the results of “natural consequences of the pupils’ development in the course of which they start to perceive themselves through the perspective of otherness and autonomy.” The feeling of success, experiencing joy of achievements, but also understanding the difficulties appearing in the course of learning, concern about the setbacks or the awareness of lacking certain knowledge and, in consequence, the reflection over oneself and one’s own abilities, give pupils the opportunity to effectively overcome problems occurring on the way of learning process, develops their sense of readiness to face new challenges and potential difficulties, thus, increasing the effectiveness of the knowledge acquisition process as such. Kopaczyńska (2004, p. 89) defines pupils’ evaluation of one’s own achievements as noticing the errors made and self-reflection serving the formation of the skills of rational and effective management of one’s own development.

Self-control and the self-assessment related to it, do not only increase the effectiveness of the learning process as such, but also allow the pupil to understand better the essence of the education process, in which he or she participates directly, making him or her more aware and responsible for one’s own education-related activity and actions (Wilczyńska, 2018, p. 170-172). K. Sośnicki (1996, p. 131) emphasized the ability to self-control and assessment of one’s own work as the “conscience of the mental work of a pupil,” which makes the education path easier for him or her, eliminating from it, for instance, the loss of self-confidence and one’s own abilities, and enforcing self-esteem and the encouragement to work actively. Pupils’ self-control

and self-assessment, would change the direction, focusing pupils' education-related activity, replacing the pursuance towards "good grades" with the pursuance towards updating one's own chances and self-improvement (Faure, 1975, p. 18).

The model based on self-assessment of one's own achievements rests upon the ipsative measurement (where the system of reference for the result achieved by the individual analyzed are other results of such individual), the main reference point here is another, previous experience of a pupil (Paluchowski, 2016, p. 121), while the evaluation of his or her current achievements is based on the individual criteria of standards – defined based on the analysis of the abilities of the given pupil and the standards applicable within the reference group – and one's own results – constituting the entire set of former achievements of similar scope of curriculum, gathered in the course of former stages of education (Niemierko, 2007, pp. 340-342).

One of the major obstacles in the practical application of self-assessment as a model of pupils' results and achievements' evaluation in everyday school practice is the unfamiliarity and frequently the lack of adequate competencies of teachers in terms of providing pupils with suitable conditions and forming their skills necessary for self-assessment of one's own education-related activity and its results. The major barrier, impeding pupils to acquire the skills necessary to evaluate one's own work, is, in turn, the fear that school is able to prompt, just to mention its system of duties and requirements (Mietzel, 2002, pp. 413-421), as well as the necessity that teachers should manage the additional process aiming to teach pupils how to assess themselves and their own results (Niemierko, 2007, p. 341).

The introduction of self-assessment model to school's education-related practice implies the need to make several changes in everyday methods used by teachers while working with pupils, which would boil down, *inter alia*, to limiting the most stress-generating school actions (present when the level of pupils' knowledge is controlled), increasing the knowledge of pupils in terms of theory and practice pertaining to self-assessment, granting pupils larger scope of involvement in the establishment of the level of curriculum-related requirements, as well as modifying the way teachers communicate with pupils (Niemierko, 2007, pp. 331-334). In view of, *inter alia*, the above circumstances, the model of pupils' self-assessment remains marginal in school reality, existing solely within the scope of alternative solutions, reached for by only some teachers-innovators, e.g. within the framework of periodical experiment or when the teachers use them to make their lessons more attractive or to emphasize their uncommonness. Currently, school-related pupils' self-assessment may be treated as a kind of prospective direction of development and changes which may take place and become a regular feature of teaching and methodology-related sphere of the education of the future.

Regardless of traditional or innovative directions of changes in terms of school assessment, the most crucial criterion, which should underpin all attempts aimed at modifying it, is the good of the pupil and possibly most effective support and improvement of his or her development, both from education and care as well as social perspective.

Reflections, considerations and discourses accompanying the evaluation of pupils' achievements made by teachers in the course of primary education, remain so far valid and open, similar to searching for methods and forms of assessment which, instead of implying the educational or social risk of exclusion, would entirely support the pupil and the activities he or she undertakes.

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EVALUATION OF THE EDUCATION- -RELATED ACHIEVEMENTS OF PUPILS – BETWEEN SUPPORTING AND EXCLUSION

Keywords: primary education, assessment, pupil, teacher, support, exclusion

Abstract: It is expected that today's school shall, on the one hand – to the greatest extent possible, support a pupil in his or her development and education-related activities, on the other hand – prevent exclusion, so easy to occur in today's, structurally diversified society. The factor which poses a potential source of social exclusion is the evaluation of education-related achievements of pupils, present in the education-related school practice in the form of a grade. The system of evaluating the education-related achievements, in view of the diversity of results, often introduce stereotypical divisions into "better" and "worse" pupils, resulting in school setbacks, implicating negatively perceived competition as well as distorting the relations within the school community. In view of the aforementioned circumstances, the considerations over the evaluation of education-related achievements seem to be well-founded, particularly in the context of primary education of pupils.

WARTOŚCIOWANIE EDUKACYJNYCH OSIĄGNIĘĆ UCZNIÓW – MIĘDZY WSPIERANIEM A WYKLUCZENIEM

Słowa kluczowe: wczesna edukacja, ocenianie, uczeń, nauczyciel, wspieranie, wykluczenie

Streszczenie: Od współczesnej szkoły oczekuje się, aby z jednej strony – w możliwie największym stopniu wspierała ucznia w jego rozwoju oraz działaniach edukacyjnych, z drugiej zaś – zapobiegała wykluczeniu, o które łatwo w dzisiejszym zróżnicowanym strukturalnie społeczeństwie. Czynnikiem stanowiącym potencjalne źródło społecznego wykluczenia jest wartościowanie edukacyjnych osiągnięć uczniów, obecne w praktyce edukacyjnej szkoły pod postacią oceny. Systemy wartościowania edukacyjnych osiągnięć, z uwagi na zróżnicowanie wyników, często wprowadzają stereotypowe podziały na uczniów „lepszych” i „gorszych”, przyczyniając się do niepowodzeń szkolnych, implikując negatywnie pojmowaną rywalizację, a także zaburzając relacje panujące w szkolnej społeczności. Wobec powyższych okoliczności rozważania nad wartościowaniem edukacyjnych osiągnięć wydają się być uzasadnione, szczególnie w kontekście uczniów wczesnej edukacji.