

CHEVAL Dorina, ȘERBAN Lucian, DINCĂ Constantin, PARASCHIV Viorel, ENACHE Ionuț (2015). *Teste de geografie pentru gimnaziu – clasa a VI-a* [Geography tests for the secondary school – 6th grade]. Bucharest: Didactica Publishing House, 95 p., ISBN 978-606-683-287-8

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These books are the collaborative result of a team comprising five teachers, with expertise in educational assessment, based on the general and specific competences derived from the *National Curriculum for Geography*.

The tests were elaborated in accordance with the Geography school curriculum, being structured into learning units that are specific to different study levels. At the beginning of each learning unit, the authors present a summary of the theoretical information, providing useful support to students in the learning process.

New elements have been used regarding the technology for elaborating the items, their expressive and specific requirements, in order to improve school results.

From the general taxonomy concerning the elaboration of items, there were chosen those options that stimulate students' creativity, which put them in a situation of critical thinking, starting from simple to complex, and their answers using examples of best practices from their familiar geographical area.

The added value of these three books is also given by various flowcharts, illustrations, learning games, cartographic materials (e.g. blank maps, physical or political maps) and graphics (e.g. histogram charts, pie charts, etc.), which come as a supplement to textbooks, ensuring their originality and attractiveness for students capable of performance.

From the didactic point of view, the tests items require comparison, problem-solving, free-writing or structured essay, flowcharts and learning games, which gives these books value in the training and assessment of higher competences, and in the assessment of the educational contents.

The elements of educational technology specific to a modern assessment of the knowledge and practical skills are combined harmoniously with the traditional models, sometimes just theoretical and explicit with the contents studied, in relation with the students' age characteristics.

Each learning unit has elements of higher level assessment for the students aiming at higher performance. Thus, these books are useful for preparing students to participate at geographical school competitions, helping them in the learning process, using practical applications of the learned knowledge.

Summative tests included at the end of the books may be used by students to perform a self-assessment of the knowledge accumulated by the end of the school year.

The authors included, at the end of each book, a glossary of terms and expressions, to support the students in understanding the texts with geographical content.

In conclusion, these books are recommended to teachers as well as to students during Geography classes, being useful from the perspective of the connection between the theoretical and practical knowledge, and will contribute to enhance the quality of the educational process, in general, and especially to learning Geography.

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