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DESCRIPTIVE ASSESSMENT AND STUDENT'S ACADEMIC ACHIEVEMENT

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ABSTRACT

Descriptive evaluation is an alternative model for formative evaluation focuses instead on the final evaluation. The new approach also provides various tools such as performance tests, workbooks, recording observational methods to gather information is used about students' learning conditions, the test results and learning status of students during the school year descriptively And the final report of the first and second using an ordinal scale(As expected, close to the expectations and needs more efforts to students and their parents will be given feedback) This study aims to describe the evaluation and student's academic achievement by means of qualitative research method is based on library Studies and using Note taking method. And (also) initially tries to work on evaluation, educational evaluation goals and descriptive assessment. Then we examined the topics of descriptive evaluation system that have evolved. The results of descriptive evaluation and its impact on academic achievement described.

Keywords: Educational Evaluation, Descriptive Evaluation, Academic Achievement

INTRODUCTION

Assessment of achievement has always been one of the most important issues in Iran formal education system .The Eighty-years history of Examinations Regulations shows that our education system in the long period

have responded to the important questions that concerns of teachers and school administrators. And the important question is what is academic achievement? How can that student's academic progress? How can we

became aware of achieve and its realization? The basic questions over the years face to almost constant and identical answers. Evaluation system in our country indicates that leave a quantitative approach (interval scale of zero to twenty) criteria such as grade point average and a minimum score of 10 on the course and exceptions and tools such as Article **18⁴** of the written and oral exam. This approach decreased the educational expectations of small scale scores. Unaware that this reduction will lead to ignoring some of the goals of education . On the twenty-first of (Mehr 83)October2003, and seven hundred and thirteenth session of the Supreme Council for Education, descriptive evaluation method in the first grade of the school was carried out. Inseparable evaluation of teaching - learning process, the use of evaluation results to improve the process and modification programs and methods was considered in order to improve the objectives of this project. coordination of the objectives of the course content and the teaching methods, also, according to the readiness of the students and their all-round development, and their emphasis on the creativity of other objectives contained in this resolution was considered.

Another objective could be with attention thought process that produces the response from students, as well as a variety of methods and tools for measuring and evaluating school performance and the independence of the school and the teacher's evaluation of students. It should be noted that the rules of ethical and humane in evaluating students and attention to their individual differences of the basic principles is contained in the set forth.

4-According to the bylaws of the single public school exams, students whose GPA is at least 10 in June (shahrevar) or September(khordad) but in the lesson less than of 10, or a grade point average at least 12, but in the lesson of less than 10. The take will be recognized. But the bylaws of the public school exams was changed. And has become separate into two regulations for school and primary school that the Council has recently passed law school [3].

Existence issues in the evaluation of this study, make decision-makers and policy makers to focus more deeply on the educational system in the field of education. The split tests (continuous evaluation) and qualitative assessment - a description of the symptoms of a deep interest in this issue. This article, study the second issue, the

evaluation qualitative - descriptive study with a descriptive evaluation has shown learners' and academic achievement. Council of Higher Education for solving the current problems in the evaluation of density and evolution in the expert meetings planned that quantitative measures (20-0) and ordinal scales qualitative change. And the schools of learning, such as working directory assessment tools, and behavior. . . Used [14]. Much research has shown that the traditional approach of descriptive evaluation is to improve student learning;; [18]; [17]. The reason is the increased interaction between students and teachers Thereby providing frequent feedback between them and ultimately leads to improved learning. The process of teacher support and aid students in the learning environment, it is also considered by some researchers ,one of the most reasons for non-achievement of educational goals in primary, regardless of the evaluation method used is based on the use of quantification and other appropriate methods [7]. Descriptive evaluation of the objectives, characteristics, data collection methods, The use of scales of measurement and report a significant difference in academic achievement of students based on grades method. The assertion differences

between descriptive evaluation (qualitative) on quantitative methods (scores) from the research results can be proved at the country level. And the question is whether the descriptive evaluation method differs from previous methods or not? Alizadeh did in a study entitled "Evaluation of the effectiveness of descriptive evaluation from the perspective of students, teachers and parents on the first two elementary schools Tonekabon city" come to the conclusion that the teachers and the parents descriptive evaluation leads to greater engagement with parents and school officials and also has a significant impact on improving student behavior. Descriptive evaluation of the effectiveness of mental has been positive at the health of students.

Educational Evaluation:

Evaluation in a general sense is the consideration that in order to judge the value, quality, importance, size or condition that in simple words educational evaluation is to measure the achievement of educational goals [15]. Evaluation is a systematic process of collecting and interpreting evidence that ultimately lead to value judgments by expecting a certain action (Wolfe, 1379). According to the definition of Patton "program evaluation is to gather information

about the activities, characteristics and outcomes program to judge the program is to improve the effectiveness and inform the decision to plan for the future".

Educational Evaluation is the process of judgments and decisions based on the evidence collected to determine the level and rate of learning, learners and meet educational goals can be a tool to improve a training program or course considered "[15].

Another definition is also in progress to assess learner performance evaluation and comparison of the results with the aim of training predetermined, to make decisions regarding the issue of whether the attempt of learning activities, teacher training students how have led to favorable results. Evaluation influences the content and quality of education [24].

Educational Evaluation Goals:

The main purpose facilitating the assessment of student learning and improve the teaching and learning environment. Teachers to judge the students are used measured data from a variety of strategies . This information helps teachers to learn efficiently and effectively, activities and learning experiences in the classroom or modify its plan. Evaluation is to provide a progress report to the students and their parents used in academic decisions and

also helps students improve. Evaluation of past and present has focused on the content and memorize and student progress using traditional approaches such as pencil-paper tests According to new approaches in curriculum content and the need for orientation to creative thinking. Problem-solving skills, monitoring and control of their own learning and evaluation requires the use of non-traditional Leaders [6].

Khorshidi and Malikshhi Rod (1382)told: The main purpose of evaluation is judgments.”

It also added that the purpose of evaluation is to determine whether the predetermined objectives have been achieved? And the performance has been satisfactory?

These judgments may be product-oriented or processing. Other assessments provide information necessary for decision making. Kirkpatrick (2008) identified three reasons for the Evaluation of Education notes:

1. explain the reasons for the importance of education in achieving the goals and policies of the organization
2. The decision to continue or discontinue training programs.
3. Information to improve future training programs.

Descriptive evaluation:

Descriptive evaluation is a new pattern which attempts to provide context to the students in the classroom with vitality and joy to learn better and more in-depth course [12]. So, instead of considering the extreme end of the test and grade, the process of teaching and learning consideration at the school year. In order to this focus, and even physical, emotional and social growth of students also considered.

Concept that an evaluation of the measurement of learning refers to the feedback [7]. So the main difference between the traditional descriptive evaluation to evaluation feedback that teachers give to students. In the traditional method, in terms of the rank and descriptive feedback on student progress is described [21].

Black and William (1998) also believe that one of the key factors in the promotion of effective feedback to students through classroom assessment the effect of feedback, so strong that some experts have called it a fundamental principle of learning and motivation. The descriptive evaluation of students' involvement in the ongoing evaluation, self-assessment and peer assessment of their ability to increase. Descriptive evaluation is an alternative model for developmental evaluation focuses

instead on the final evaluation. The new approach also provides various tools such as performance tests, workbooks, recording observational methods to gather information about students' learning conditions used and the results of testing and learning of students during the academic year descriptively and the final report of the first and second using an ordinal scale (as expected, close to expect and require more effort) to students and their parents will be given feedback [11]. Descriptive evaluation projects in primary schools and teaching knowledge needed as the students' metacognitive awareness. In case there is a good skill to learn and it can enable students to become highly efficient learners, this will be achieved by informing the student by the teacher. In fact, this activity is a cognitive feedback from the teacher is given to the student, access to child meta-analysis needs highly correct errors in the learning and achievement of students which leads to the kind of feedback that the meta-known feedback [4].

Topics of the descriptive evaluation have changed:

The first topic: the emphasis of the final assessment formative evaluation. In the traditional approach of evaluation, mainly teachers were trying to evaluate students

learning and report this as grade. And can't try to improve the learning proses. In the new model of evaluation, teacher is using evaluation to improve learning. so it totally changes her look, his evaluation in a way that lead to better learning , the strengths and weaknesses of their students, is checked for this purpose, that they found a way to fix or improve, rather than just reflect weaknesses. The evaluation model, allows teachers to know their students and their learning companion in the path of motion, not the man who stood in the way and look forward to see who gets to the end of the learning. [2].

If purposive and continuous learning process and the results are beginning to realize that the foundations of that, evaluation is the continuous flow of starting points and reach to the result . That is going to be learning alongside . The evaluation will be the time to learn and to improve the learning of useful information to students through continuous feedback provided. By combining the data obtained from these evaluations have been collected during various stages, teachers can help students make decisions about appropriate educational. . The description is clear that this model is fully functional evaluation and a dynamic element that will increase the offer descriptive feedback.

Numerous studies have shown that descriptive feedback to improve student learning.

Second topic: the distance scale (20-0) to an ordinal scale (as expected, close to expectations, requires more effort) Over the years, the scale used in the country, has been distance scale score (20-0) Based on the test results teachers have feedback to students, and parents. This form of feedback because of uncertainty in the accuracy of the distance between them (eight of twenty-five percent), been a great competition. That is why over the years, scores of two highly respecter's attention. Ordinal scale (excessive waiting, waiting and compactness.) haven't problems, the less competition there will be more flexibility in the descriptive evaluation, is replaced by the record. [2].

In other words, during the process of Teaching- learning students do not receive feedback ordinal or interval. In fact, it is believed that this type of feedback received from teachers learning process, will weak the students . The plan is to fill gaps of descriptive feedback with feedbacks. Descriptive feedback is a feedback with means of effective that face the students to evaluate their own learning progress. And thus they also receive guidelines for

improving learning. It is impossible for many teachers to remove the feedbacks. According to them, grade is a powerful motivational tool for the teacher's authority and remove it creates a gap in the learning process. But the fact is that the removal of any non-descriptive feedback, not a problem. May also lead to improved learning conditions. Because they aren't worried about the score. They are seeking recognition of their mistakes in learning activities. The parents do not want score of the children, but also asking them, "What' they have learned today?"

The removal of grade, remove one of the causes of stress. So the small class passengers traveling conditions which follow the learning journey with peace of mind [3].

The third topic: Diversify the means of collecting data.

Educational evaluation activities with a minor activity: A) collecting data, b) the judgment will be determined on the status of student learning. First activities, teachers will collect information from the student learning. The traditional method of information mainly through the paper-pencil tests (test) or class questions were collected. However, a variety of data collection instruments, and in addition to other tools

such as working directory, recording devices view, homework and tests are used. These tools prepare more extensive information for the teacher. And thus increases the reliability of data due to a variety of tools and teacher judgments will be more realistic and fairly. Basis work in a variety of data collection tools of the students learning, real-up data that is observed during the operation and effects of child and his learning products [2].

The fourth topic: Changes in the structure of the report card.

Academic report card in the plan "progress report" is named. Generally, the more detailed and slightly deeper into the report deals with the growth and development of children. Despite report card quantitative that includes a list of the names of the courses and grades. Academic progress reports descriptive information to parents of students. The report not only devoted to the course but also consider the dimensions of emotional, physical and social. The parents' educational progress report clearly realize what part of the educational expectations, the child may have problems and considering its recommendations for improving the academic performance of their child's problems receive [3]

The fifth topic: changing the reference decision makers about improving students.

The traditional system of academic evaluation, decisions about improving the student's score depend on the final exam. Under conditions of predetermined and based on the scores obtained indicate whether the student can be promoted to a higher grade or feel the need to repeat grade. Even in recent years, computers have led to this decision and was determined that personal computer easily to promote or not! [2]. The descriptive model for the evaluation of the data is diverse and includes qualitative and quantitative data, analyzing the data and training decisions based on it, including decisions about to promote or not to promote the school's Student Council shall be the responsibility of teachers. In this model, the teacher evaluation is delegated authority to make decisions, because he is the most qualified person who can make decisions about students In this model, teacher based on evidence gathered from student development process, promotes the students. If the students after the intervention of the longitudinal and transverse (at the end of the school year and the school year) was not acceptable range; Grade repetition is proposed to the headmaster and the School

Council and the Council will make a decision based on the evidence .so the repetition of basic descriptive evaluation only takes as an intervention in the child's educational process. And when the intervention is conducted to determine the base for repeat child will have a positive effect. Hsarbany the sixth descriptive evaluation model that Hosni descriptive evaluation design in new directions version was apparently omitted, Entitled "full attention to all aspects of growth" is explained as follows: Descriptive evaluation model, in addition to the intellectual growth of students Descriptive evaluation model, in addition to the intellectual development of students, is pay attention to other aspects of development, including the development of social, emotional and physical health . Teacher observing the behavior and student performance throughout the year, offers a report on the situation in the areas mentioned in the description. This report must be detailed and free from exaggeration, of words and used positive words. The report describes the status of the student, for example, statements such as: Accuracy in health care, achieving optimal health habits., working with others, the practice of school, respect for others, participate in discussions and

conversations, etc. These are the expectations that has been proposed the patterns according to the descriptive evaluation of various aspects of personality development of students. Expectation that the traditional system, is totally ignored [5].

RESULT OF THE DESCRIPTIVE EVALUATION:

Several studies have shown that the best method of feedback, the feedback is descriptive, Several studies have shown that the best method of feedback, the feedback is descriptive if be observed the criteria for a good feedback. Therefore, we can certainly say: "What a successful teacher in a descriptive evaluation ensures that the nature of the feedback that he gives to students. If this information feedback to the student, will help him/her in next step in this process will lead to constructive and effective learning in his willingness to increase Kirkpatrick (2008) to determine the reason for evaluating the effectiveness of programs and ways to improve it knows. And recommends eight factors to be considered:

1. How match content of training is satisfy those who have attended in the courses?
2. Is the best choice is to teach?
3. Does the teacher choice effective methods to generate interest and if the attitudes,

knowledge and skills that a good education?

4. Are the facilities satisfactory?
5. Does the program is for participants?
6. Do you support the improvement of communication and establish effective interest?
7. Are you satisfied with the coordination of the program?
8. What else could be done to reform?
9. In other words, in this context, a review of theoretical and applied research in the field of descriptive evaluation can be concluded that:
 - 1- Academic achievement (NOTE learned) and applying the first and fifth grade students learning scheme in comparison with other students subject is somewhat better. And descriptive evaluation of not only the students but also their learning to the extent not covered by the dropout occurred quantitatively (NOTE learning) and qualitative (retention and application of learning) is enhanced.
 - 2- The implementation descriptive evaluation of test anxiety (score) the first and third grade students of elementary subject reduced significantly. Descriptive evaluation plan has been experimental performance the teachers, students and

their parents to learn the important lesson that anxiety scores unrealistic and above all be controlled.

- 3- Mental Health in fourth and fifth grade students are eligible under the scheme is slightly better descriptive evaluation. This finding agrees with the results obtained by the Institute of elementary school students from first to third .
- 4- Scheme the self efficacy of five elementary school students who have experienced a period of five years from grade five experimental performance evaluation scheme is somewhat more ineligible.
- 5- Teachers and school administrators descriptive evaluation of the implementation the Scheme in schools and are completely satisfied with their attitude and positive towards the project.
- 6- Parents and schools under the Scheme in comparison with other parents and their attitudes are less sensitive and positive to the ratio of the project.
- 7- Working directory used in the classroom than previous years, substantial progress has been growing.
- 8- The form and content of the reports of the first and second cross modified and compared to previous years is more

appropriate, So that parents and students at the end of each term, receive comprehensive and clear information on how the performance of the various areas of cognitive, emotional and social well [7].

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