THE EFFECT OF USING DESCRIPTIVE EVALUATION MODEL ON ACADEMIC PERFORMANCE OF ELEMENTARY SCHOOL STUDENTS OF THE CITY PAKDASHT FROM THE PERSPECTIVE OF TEACHERS IN IRAN

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Abstract

The purpose of this study is to identify the pattern of descriptive evaluation on performance and its effect on elementary school students. This evaluation model is performed in Iran for the first time in the elementary school. Descriptive method of research is from the type of survey that is performed on 30 teachers using questionnaire of Cronbach's Alpha coefficient 94% and is performed on 200 teachers using simple random method with the aid of the Morgan's table. Statistical population is included of 372 peoples of teachers of Pakdasht that have passed the plan of descriptive evaluation. The data was analyzed using statistical software SPSS. Results indicate that descriptive evaluation is effective of interest of students on the research works. Also, this method is effective on increasing creativity, self-confidence, and learning.

Keywords: Descriptive evaluation, Student performance, Elementary school, Views of teachers, Pakdasht city.

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Introduction

The last category of the Bloom's Taxonomy of behavioral objectives is the evaluation. So, evaluation is an important step in education which marks the foundation of the next education, because we need to know about the starting point of everything that we want to do and it starts with the evaluation of the learned concepts. Students frequently attend the exams but rarely ask themselves that exam is the aim or a tool for detecting features, capabilities, modifications, variations, improvements, success, and the like. Among the questions is undeniable that, these exams give us the necessary information on various aspects and this information is enough for decision-making in general. The solution is to try to delete the exams, or it is required to change our perspective and exam techniques and use of the results. In fact it is need in order to help our students to learn better and enjoy learning and using in the living that we need to know him. Therefore, methods are needed that can provide this understanding. Student evaluation will do it. Namely teacher using test taking, giving homework, asking practical work, question and etc take the necessary information and based on it perform his duty to provide context for development. So, exam is one of the ways that teacher can know the student and it must not only method to collection the information. After several years, evaluation changed its form from traditional to more advanced mode to use on the correct shape. Problems in the traditional systems are less attention to learns in the various fields that typically reaches the following results:

- Students are faced with anxiety and worry and school environment threatens in terms of mental and emotional.

- More pay attention to minor knowledge and memorization instead of deep understanding and usage it in life.

- Encourages children to unequal and unfair competition and promotes a system of winners and losers.

- Advertisers are getting a high score or a reasonable place to learn and gain useful experience.

- Less pay attention to what students do outside of class or school.

- It is to inspire students to read only what is given to them in the exam.

- Not provide a good understanding of the educational and training students. [1]

Above problems and other problems that exist, has led experts in education to changes in valuation methods for elementary school. These changes are presented in the form of a project entitled "descriptive evaluation". Descriptive evaluation is a form of educational evaluation in which teacher acts as the active participation of students and their parents using a variety of tools to collect data in the field of student progress and achievement. The main purpose of the descriptive evaluation is improvement of student learning and eliminates unwanted anxiety-related exams and numeric feedback.

Problem Statement

"Educational evaluation" is the work of teachers during their teaching. These activities include gathering information and learning about the student's progress. These data collection is done through various ways and required skills and knowledge in this field. The teacher must make judgments about a person using the results of the evaluation and consider the goals and educational expectations and determine the student's strengths and weaknesses and provide recommendations to improve the learning activities. In fact, we can say that the fundamental purpose of assessment and evaluation is to improve student learning. Content and how to evaluate the teaching process, will affect the quality of student learning. This is why that is said: "If you want to improve the education system, modify the assessment and evaluation practices" [2].

In the current system, evaluating the performance of the learners is only in the form of a numerical scale and there is no one compared with educational goals. This type of evaluation has not importance for how the learning process and an effort to learn and not profits for teachers and students [3].

Changes in course evaluation system, in order to improve student learning, is a phenomenon that is currently being pursued aggressively in most countries. In this regard, a descriptive evaluation plan was prepared by the Department of Public Instruction and education was expanded in October 2004 in a limited number of schools in the country, so

that the majority of elementary schools were required to implement a descriptive evaluation, Because descriptive evaluation try to improve the quality of learning with the learning and teaching process for deep and lasting learning, so descriptive evaluation prepare the environment to learn much more favorable for students, with the pressure to avoid damaging competition in the classroom and school [4].

Descriptive evaluation has attempted to change the structure of the evaluation system to flexible it and be compatible with the different learning styles and interests. In the class of descriptive evaluation, children are active in learning and have a sense of pride and ownership over their classroom. They are free in the class to choosing. In the descriptive evaluation, it is important to learn and have fun. Children in the class are encouraged to bring passion, experience and ideas to the classroom. Thus the researcher intends to investigate teachers' opinions and views in this area.

Research purposes

This research has the following purposes:

- Help to the parents with proper planning and a change in attitude towards academic evaluation.

- Help to the teachers in order to better identify and assess student feedback, qualitative and descriptive rather than replace them according to the feedback score.

- Help to the students in order to generate interest and participation in the work and commitment.

Assumptions

In this research it is paid to attention on following assumptions:

- Descriptive evaluation is effective to increase students' interest in research.

- Descriptive evaluation is effective to increase students' interest in laboratory work.

- Descriptive evaluation is effective on student creativity.

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- Descriptive evaluation is effective on student confidence.

- Descriptive evaluation is effective on student learning.

Theoretical Study

Years and even recent decades in the world, has been precarious, full of change and revolution in the educational. "Since 1990, UNESCO has called for all countries to reform education, and announced reforms aimed at improving the quality of the educational system" [5].

International Studies in Educational Evaluation shows that most countries in the education system and its evaluation system, the reforms have been achieved. New evaluate trends are seen in the Eastern European countries, according to national standards and passing the knowledge evaluation of the value axis (West and Cry Shen, 1999) are based. Education system in our country has changed in recent decades and the occasional changes in the structure, content and procedures it has emerged. Although these changes are not yet to the level of our education system good finish, but these reforms must never stopped.

Evaluation using words, evaluating and creating mechanisms for evaluating in the educational system in Iran has been common for several years. Term evaluation of the terminology means "Check Value" Factor (ARJ issue) is defined. Understanding of the word more evaluation aspects of the spiritual calendar have been a factor [6].

Assessment Definitions

Tyler in 1950 is dedicated to the first formal definition of evaluation. He amplifies the definition of Educational Evaluation, so that takes the size of the achievement of educational goals. But consider evaluation as a means to determine the program's success in achieving the desired educational goals. In this definition, the educational goals points to desired changes that it is expected that the implementation of the training program will result in the learners' behavior. Therefore, the evaluation process from the perspective of Tyler with the full knowledge of education purposes of the predefined followed that determine how much has appeared In the action of these behavioral changes in learners' behavior [7].

Cronbach (1963), Astafl Dread (1966), Prvvs (1967), Okin (1969), Dfylyps (1960) argue that evaluation means to assess the effectiveness of a training program to determine its usefulness [8].

To evaluate a training program should be considered the fourth stage, both for implementation and for evaluation:

- Determine the goals of the program, through the evaluation the field.

- Provides an appropriate plan to achieve the objectives of the input evaluation

- Implemented a plan prepared through the evaluation process

- Examine the output of product evaluation.

- The basic criterion for each of the four types of evaluation include: value and utility.

This define of evaluation, in very broad and general as the measure of competence and believes that Educational Evaluation systematic covers formal assessment of the value of educational phenomena and refers to the activities that will take place in the formal and specific plans and programs.

Methods

According to the research objectives and research questions, description method is the survey methodology, because the researcher is satisfied with mere descriptive analysis of teachers' responses in the questionnaires choices.

Population and Sample Statistics

The stochastic population of this study included, all elementary school teachers in the city Pakdasht, that their number is 372, according to the sample size, and 200 individuals sampled as simple random sampling.

Methods of data collection

In this study, to formulate the third and fourth chapters of the questionnaire, with 24 number of questions and to develop the first and second chapters of the library were used the references such as magazines, theses, books, internet, etc.

Validity of the research

When testing has validity that sample questions representative all possible questions which can be obtained from desired topic and is suitable for measuring what is intended. Since there was no statistically significant method for assessing this validity, and teachers were the best experts in the field, their judgment was used in this study.

Reliability of research instrument

To determine the reliability of the questionnaire a total of 30 sheets were distributed randomly on the surface of the test statistic. Then, through the software SPSS, Cronbach's alpha test, alpha coefficients were obtained in 94%.

Methods of data analysis

For data analysis, is used descriptive and inferential statistical methods. In the descriptive statistics were used the index, such as: Indices of central and strain responses of subjects, frequency tables and chi-square test for the analysis and inferential questions.

Research findings

The table 1 showed the statistical indicators and components function of research.

Table 1 - Statistical indicators and components function

distribution indices			indicators variations			central figures		
Coef. Curtosis	Coef.. Asym.	Standard	Disabl. Criteri.	option	Scope	mode	Median	mean
0,970	-0,749	0,052	0,738	0,546	4	4	3,898	3,836

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2,409	-1,405	0,046	0,660	0,436	3,50	55	4,533	4,402
0,519	-0,572	0,04	0,634	0,403	3,60	3,60	3,933	3,885
5,046	-1,607	0,04	0,570	0,326	3,67	4,33	4,266	4,190
5,410	-1,753	0,043	0,618	0,383	3,86	4,57	4,233	4,133

Analysis of data

The first hypothesis:

Descriptive evaluation is effective in increasing students' interest in research. To answer this question is used the Chi-square test in the significant level <0.5. The result is shown in table 2.

Table 2. Results obtained from chi-square test

Sig	Df	X^2	Residual	The expected frequency	The observed frequency	Average	components
			47	40	87	75/79	Many
			35	40	75	5/54	very much
[*]0/000	4	153/4	-10	40	30	49	average
			-34	40	6	11	little
			-38	40	2	25/5	Zero

*P< 0/001

As shown in the table above, the number of priorities for each alternative anticipated, equal to the number 40. Chi-square is a meaningful test, which verifies the difference between the expected and observed priorities and shows that the chi-squared [X2 (4) = 153 / 4] significant (p = 0.000).

This means that there is a significant difference in priorities options for objects influence the narrative assessment to increase students' interest in laboratory work. Thus, it should be

noted that most people think very effective narrative assessment of students' interest in laboratory work (P <0.001).

The second hypothesis:

In order to answer this question at the level of significance was used chi-square test (0.05 <derived from P). Test results are shown in Table 3.

Table 3. Results obtained from chi-square test

Sig	Df	X^2	Residual	The expected frequency	The observed frequency	Average	components
[*]0/000	4	153/4	47	40	87	70/5	Many
			35	40	75	108	very much
			-10	40	30	16	average
			-34	40	6	4	little
			-38	40	2	1	Zero

*P< 0/001

As shown in the table above, the number of priorities for each alternative anticipated, equal to the number 40. Chi-square - is a meaningful test, which verifies the difference between the expected and observed priorities and shows that the chi-squared [X2 (4) = 153 / 4] is significant (P = 0.000). This means that there is a significant difference in the priorities of the options for the objects in the impact assessment of the narrative to increase students' interest in laboratory work. Thus, it should be noted that most people think much effective descriptive assessment of students' interest in laboratory work (P <0.001).

The third hypothesis:

Is descriptive assessment effective in improving students' creativity?

In order to answer this question at the level of significance was used chi-square test (0.05 <derived from P) Chi-square test. Test results are shown in Table 4.

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Table 4. Results obtained from chi-square test

Sig	Df	X^2	Residual	The expected frequency	The observed frequency	Average	components
[*]0/000	4	124/5	46	40	86	85/6	Many
			14	40	54	56/4	very much
			11	40	51	50/8	average
			-32	40	8	8/2	little
			-39	40	1	1	Zero

*P< 0/001

As shown in the table above, the number of priorities for each alternative anticipated, equal to the number 40. Chi-square is a meaningful test, which verifies the difference between the expected and observed priorities and shows that the chi-squared [X2 (4) = 124 / 5] is significant (P = 0.000). This means that there is a significant difference in the priorities of the options for the objects in the impact assessment of the narrative to increase students' creativity. Thus, it should be noted that most people think very effective narrative assessment of students' creativity increase (P <0.001).

The fourth hypothesis:

Is descriptive assessment of the effective to increase the confidence of learners?

In order to answer this question at the level of significance was used chi-square test (p <0.05). Test results are shown in Table 5.

As shown in the table above, the number of priorities for each alternative anticipated, equal to the number 40. Chi-square is a meaningful test, which verifies the difference between the expected and observed priorities and shows that the chi-squared [X2 (4) = 158 / 0] is significant (P = 0.000). This means that there is a significant difference in the priorities of the options for the objects in the impact assessment to improve descriptive education. Thus, it should be noted that most people think much effective descriptive assessment of students increase self-confidence (P <0.001).

Table 5. Results obtained Chi-square test

Sig	Df	X^2	Residual	The expected frequency	The observed frequency	Average	components
			42	40	82	81/83	Many
			42	40	82	82/33	very much
*0/000	4	158/0	-11	40	29	29/33	average
			-35	40	5	5	little
			-38	40	2	1/5	Zero

< 0/001p *

The Fifth hypothesis:

Is descriptive assessment effective in improving students' knowledge? In order to answer this question at the level of significance was used chi-square test (p <0.05). The results of the test are shown in Table 6. As shown in the table above, the number of priorities for each alternative anticipated, equal to the number 40. Chi-square is a meaningful test, which verifies the difference between the expected and observed priorities and shows that the chi-squared [X2 (4) = 153 / 4] is significant (P = 0.000). This means that there is a significant difference in the priorities of the options for the objects in the impact assessment of the narrative at increasing interest in laboratory work. Thus, it should be noted that most people think very effective narrative assessment at the level of students' knowledge (P <0.001).

Table 6. Results obtained Chi-square test

Sig	Df	X^2	Residual	The expected frequency	The observed frequency	Average	components
			47	40	87	86/85	Many
			35	40	75	75/14	very much
*0/000	4	153/4	-10	40	30	29/57	average
			-34	40	6	6/42	little
			-38	40	2	2	Zero

< 0/001p *

Modern society needs intelligent people who can with a reasonable approach to use a set of skills in different occupations. With multi-skilled, well-deserved, creative and educated people will be able to achieve some of the scientific results in purposeful learning system. Components of such a system, while maintaining coherence and consistency, constantly reflected in human activity. Search, in order to achieve perfection is some control over development in the right direction, starting from the stage of education and student behavior continues to the stage of self-improvement and the impact on himself, as well as reflections on the subject of the action.

The need for education, which includes instrumental needs (literacy, paraphrase, transfer and problem solving) and substantial needs (knowledge, skills, assessment and approach) provides effective training and in-depth study of science in order to allow the individual to exist in the age of high-speed transmission knowledge and information. In this initial training has a particularly important function. Studies show that the initial training has a positive impact on economic development in 110 countries and is considered a factor in reducing poverty.

Correct judgment about the level and depth of the study should be based on evidence and various documents that are continuously accumulated in the learning process. Assessment is the process that begins with data collection phase and ending judgments about the quality and usefulness of the study, included in the learning process that is actively carried out at any stage of education. In our case, the results indicate that students' interest in learning and research work has an impact on creativity, self-learners, and their level of education. Given the results outlined in the first hypothesis, the study shows the relationship between narrative assessment and increase students' interest.

Based on the results of the second hypothesis, we can conclude that there is a relationship between the descriptive assessment and increase students' interest in laboratory work. Thus, the establishment of a laboratory for elementary school from the beginning will help familiarize students with the learning tools in order to enable them to engage in self-analysis. Based on the findings of the third hypothesis, it can be argued that the descriptive assessment and improvement of students' creativity interlinked. Consequently, improvement of quick thinking, reasoning, etc. possible through constant evaluation through accurate observation of the learning process and resolve problems and obstacles. Thus due to the short-term courses, teachers can learn such skills. Conclusions fourth hypothesis is about the impact of descriptive evaluation

confidence of students and its significance. Given that teachers and parents of students form the basis of the descriptive evaluation, in order to familiarize, coaching and change in approach, teachers and parents should be taught. Conducting briefings in the presence of officials and professionals involved in teaching and training materials, as well as showing educational films on TV and presentation features and the positive effects will contribute to the implementation of this project.

Conclusion

Fifth hypothesis suggests an association between the level of narrative assessment and student learning. In addition, one of the main principles of the grading is considered coordination on objectives, content, methods of teaching and learning and assessment process. Due to the fact that the narrative was formed on the basis of assessment of the impact of new approaches to learning that paying attention to changes in the assessment process in the curriculum and for further harmonization, you can make a change in textbooks (content), the teaching methods used by the training and etc.

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