

**THE STUDY OF DESCRIPTIVE – QUALITATIVE –
EVALUATION OF ELEMENTARY SCHOOLS IN SHALL
CITY AT EDUCATIONAL YEARS OF 2012-2013**

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Abstract

The present essay is for achieving the descriptive – qualitative evaluation functions from the elementary teachers' view of Shall city with the effects of descriptive qualitative on decreasing the students anxiety, Increasing the students educational motivation, Strengthen meta cognitive component, Improving the communication between teachers and students.

The method of this research is descriptive of survey one based on and its statistical community were 139 teachers from Shall city including the elementary, Teachers who were teaching from grade one to four.

Using the table Kerjisy and Morgan, 103 teachers of Department of Education and Training have selected based on simple random sampling as the amounts of statistical community sample. A researcher – made questionnaire has used as the means of measurement questionnaires were analyzed by descriptive and inferential method. [the descriptive statistics were used including a table of distributing range, View, variance, standard deviation, coefficient of variation factor and on inferential statistics one sample Test was used.]

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The results showed that: based on elementary teachers of Shall, The functions of qualitative descriptive evaluation, on elementary school have been effective very much and als these teachers believed that Using the qualitative – descriptive evaluation led to increase the students motivation, reduce anxiety, enhance meta cognitive components, Enhance the quality of teaching – learning process, Strengthen the relationship between teachers and students. But they stated that using the qualitative – descriptive evaluation on elementary school of shal hasn't much effect . on students' characteristically features.

Key words: function , qualitative – descriptive evaluation , elementary school.

Introduction

The qualitative – descriptive evaluation is a schedule for evaluating student's educational improvement , that is one of the features of this improvement, related to declining the results of these evaluations based on description . According this schedule , a teacher by using different methods and elements wants to achieve information that by these information , he can decide about improving students in learning and developing their teaching methods and do the necessary functions. In the other hand, the most feature of evaluation in this schedule is related to developing the following aspects . (Hassani and Ahmadi, 1384)

The schedule of descriptive – qualitative evaluation or the schedule of omitting score , is a new empirical experience in elementary schools in Iran.This method of evaluation , in educational year 81-82 is according to:

- Declining of learning quality at schools – regarding to results of international projects of Timss¹ and Pirls² and the amazing situation of Iran's students in this projects.

1- Teimss has been the international study of teaching mathmatics and science in grade four, in 2003, Iran has been parised 22 between, 25 countries, and in 2007, it has been placed 28 between, 36 countries.

Refrence:[http://www.rie.ir/uploads/Irans %20Brief.pdf](http://www.rie.ir/uploads/Irans%20Brief.pdf).

2-Pirls: An internqtional study about improving educations at grade four in elementary schools, at 2001, Iran has been placed 32th between 35 countries, and at 2006, Iran has been placed toth between 45 countries.Refrvcd: [http://www.rie.ir/ uploads/Irans %20Brief.pdf](http://www.rie.ir/uploads/Irans%20Brief.pdf).

Timss and Pirls: the timss study have repeated every four years and the Pirls study has repeated every five years for evelation the function of countries at teaching science, mathematics, and educational reading, to recognize the current changes in aducation and amounts of decreasing and incrasing of atuden's function in participating countries during these years.

- Pailing of behavioral theories and presenting new theories of behavioral recognize and restructuring in educational science.

- Recurring changes in education schedules in elementary schools (specially, in science, reading and writing lessons (subjects).

- limitation in evaluation opportunities and times and as a result and regardless to unfavorable situation in some of the students at examinations and so the adjustment according to incorrect informations of a teacher. It has done as an experiment in 5 provinces and then expended all over the country during – 82-83. years ; of course there were possible obstacles and problems recognized that finally based on statement of educational Department council¹ during 87-88 years, they started to do descriptive – qualitative evaluation at 30 percent schools of a country, that had a necessary condition and facilities. then , at the 88-89 years, they conducted the descriptive – qualitative evaluation schedule 100 percent in grad one of elementary schools Gharedaghi, 1389, p.21).

By attention to presented discussions, regarding to importance and role of definite qualitative – descriptive evaluation, that this pattern by purpose of making improvement in learning process and increasing of mental environment health of students, and etc, tries to find a dynamic and active for learning process of students.

According to importance and necessity of doing project about qualitative – descriptive evaluation and experience of authors in elementary schools of shall city, and regarding to that the authors observed doing this kind of evaluation schedule in this city, and by making changes in evaluation system of Educational Department and also the kind of investigator's activity , he wanted to answer the following questions scientifically , whether this new evaluation schedule has influenced in growing student's knowledge or not ? How much the strategies of this schedule at elementary schools have influenced results?

The literature of study

The history of adjustment Educational Department that the variation of many countries infected from initial evaluation system and other features. the amendments started in Educational Department international level and paid attention to the rule of evaluation methods of improving knowledge of students. (Rastegar , started by Ahmadi , 1382, p.8).

1- The statement for section number 769, 1387/4/18, about countinuing of performing qualitative-descriptive evaluation.

The evaluation of according improvement conducted as a inseparable part of learning and teaching process that its purpose is finding learning and training problem and programming for solving this problem. Today , they believe that training and assessment are cooperated together and motivate the students to do credible evaluation and assessment and how to learn. By this strategy , learner transferred to an active investigator individual that accepted risk. The assessment is an inseparable part of training and in fact it is in educations service. So the evaluation can be active and dynamic , that is used in (educational department) educational process. (Rostegur , 1382, p.13)

The descriptive evaluation is a schedule for evaluating students academic improvements in elementary schools that one of its features is dealing the results of descriptive evaluations. Based on this schedule, the teacher peruses using variety of methods and facilities to get information that accordance to this information can decide about. Student improvement in learning and optimizing their own teaching methods and do the necessary functions. (Ahmadi et.all , 1388, p.3)

The evaluation process has been one of the important factors in success at educational systems from the past. The Educational Department system, every day, needs to have a sufficient knowledge of success to achieve its defined goals and improvements, and this knowledge made it to be aware about its weak points and its strong points. Valid evaluation in education's process , specially in evaluating of academic improvement, is one of the most important activities of teachers, but unfortunately , when we pointed to educational activities and evaluation , we observe a kind of pride in teachers' personality and anxious and stress in students' faces. (Rastegar, 1382)

At recent decade, in Educational Department system in Iran, after making variation, the qualitative descriptive evaluation replaced by traditional evaluation that opportunity and if it conduct truly, it can make fundamental and remarkable variations in other features of Educational Department. In qualitative – descriptive evaluation, opposite of quantity evaluation, there is a special attention to student's position. This evaluation is defined as a qualified pattern that wants to pay attention to students learning quality and their whole functions, and presents a description about their learning process to make amendment, improvement and increased in students' knowledge, skills and behavior. (Hasani, and Ahmadi, 1384)

Educational department has a determining role in achieving to goals and ideals of society. So getting to favorable situation, needs to finding special schedule and strategy to pay attention to the all parts of Educational department and determine necessary policies for it. (Rastegar, 1382, p.1)

Descriptive qualitative evaluation is a new pattern that tries to make a situation for students to learn their lessons more happier and deeper. (Farhani Nezhad and Yari, 1389, p.26)

Descriptive qualitative evaluation by helping the students' improvement in learning, recognizing obstacles and weaknesses and solving them rarely and makes variations. By this method , the number of students that need to repeat their course, empirically reduced. (Soltani , 1383)

Also students found a relevant sight to learning, by conducting this schedule , and enjoys it, because an environment without stress and anxious , make a strong human relationship between a teacher and a student and improves the learning environment mentally. (Ahmadi and Hassani, 1384, p. 93)

- Conducting a descriptive evaluation has done by khoshkholgh (1385) at ten provinces of country the results represents that Descriptive qualitative evaluation schedule has been successful through increasing environment of classroom mentally and decreasing stress and anxious at educational and learning environments and also making favorable atmosphere mentally in classes and improving satisfaction of students completely .

- In studies of Mortezaee Nezhad (1385) , he represented the teacher and parents sights related to descriptive evaluation in first and second classes of primary school in Tehran , and get these results: 1) it has profited in improving of learning process. 2) it makes a more and more cooperation with schools staffs. 3) It has effected in students behavior in some extent. 4) It evaluated positively in students growth mentally. 5) It increases the teachers hard working , so it is not relevant for crowded classes.

- In studies of Hesarbani : (1385), referred to " creativity through descriptive evaluation" stated that the descriptive evaluation has a sufficient influence in growing students' creativity, also teachers create a favorable environment of descriptive evaluation schedules to produce improvements in students creativity, So students can say their opinions easily and also the relationship with tendency and respect , play an important role in growing creativity of students.

- Rezaee (1385) in a study – stated about " effect of descriptive. Evaluation in recognizing , in precognitive, mental and emotional features of students in third class at Tehran" achieved these following results: Evaluation strategies that used in descriptive evaluating schedule , produce a necessary conditions in increasing knowledge, abilities and cognitive emotional , mental skills of students.

-Niknezhad (1386) , has done a study about " the comparison of effects in the kinds of evaluation (quality – quantity) on amounts of students' stress in elementary schools (third class) at Tehran has been done. The results of this study shows that the average of score in (descriptive) qualitative evaluation groups , related to stress in school and examination, lack of self – confidence and the sense of fear and physiologic functions is lower than the average of scores in traditional (quantity) evaluation.

- AbooMohamadi (1384) in a study about " the statements of elementary teachers at Yazd province related to descriptive evaluation " stated that: 1) conducting qualitative evaluation schedule decreases stress in students. 2) The results of learning in student increases. 3) Then level of learning quality in students increases (improves) 4) the personality of students grows and , omitted the culture of scoring. 5) Satisfaction of parents, time – consuming and reducing in comparison sense are weak points of this schedule.

- Kalhor (1384), in a study about "studying of the amounts of achieving to the goals of this descriptive evaluation schedule in Qazvin province," Stated that teachers more pay attention to recognizing emotional , mental and physical growth of students, learning environment is more happier and excited for students. The pre described classes that followed this schedule are an environment without stress and mental pressures, and then they make a health environment for students and influences the quality of life at schools.

- PeerKhaefi (1384), in a study about " the comparing of class atmosphere , emotional features and amounts of creativity of third class (elementary) students that included in descriptive evaluation and traditional system" stated that: 1) between two studied groups (the classes that included in descriptive evaluation) and comparing (classes that included in traditional evaluation system) there are meaningful difference regarding to varieties of 7 factors class atmosphere , cooperative education , individuality , comparative , fair in getting scores , lack of recognizing about school, class cooperation and social support. 2) Different of these two group (traditional and descriptive) regarding to varieties related to emotional features of students,

collectively is meaningful. 3) There are a meaningful difference between creativity scores. (between two classes) 4) There are a meaningful cooperation between cooperating education with fair scoring , class cooperation and social support. As a result , the following study represented the evaluation strategies that used in qualitative evaluation and make a necessary situation for making a variation in class atmosphere and increase creativity behaviors and emotional features of students in classes.

- Haghighi (1384), in a study that has done to determine the situation and role of evaluation schedule in improvement and increasing the creativity of students, resulted that this descriptive evaluation schedule could produce a better situation and more favorable condition for learning and teaching process in classes. For example , making health and relaxing situation for students mentally, preparing the happy and active enviroment for increasing creativity of students, paying attention to learners' motivations, deleting scoring culture, omitting the jealousy sense and false and descriptive competition between students, improving the emotional relationship between teacher and students and increasing independency of students in classroom are samples of situations that a descriptive evaluation could produce for more favorable and better educational environments.

- Marefatjou (1390) , in a study about " studying of influence of descriptive evaluation on some of the training and teaching features (components) according to statements of Tehran elementary teaches at 89-90 study year " stated that descriptive evaluation: 1) is accordance of educational structure . 2) is related to current schedules . 3) It decrease the students stress significantly. 4) It has an influence on students motivation for studying . 5) The male teachers of elementary schools in Tehran more than female teachers agree with this descriptive valuation and its influence in improving students studying.

The results of other studies represented in table 1.

Table 1

Rows	Investigators name	The year	Results
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		of study	
1	Rezaei ¹ & Seyf ²	2006	The level of improvements of third class students significantly increased between experimented schools in recognizing varieties such as mathematics , science , literature and public inform.
2	Pasha Sharifi ³ and Khoshkholgh ⁴	2007	Improving mental health in education at learning environments. The purpose of improving students sights of learning , increasing mental maintains, attention to higher recognizing function, depth learning, increasing interference of parents in learning – teaching process, deleting scoring evaluation, making an opportunity both for students and teachers to improve their learning teaching process, using reflections for improving learning and using different lectures of evaluation, have not done successfully.
3	Mohammadi ⁵ and Tafti ⁶	2007	There is a significant difference between two groups of students by different (sexes) kinds. Class activity between the students that evaluated descriptively , is more in descriptive evaluation , boys are more successful than girl.
4	Aniley and Bourke ⁷	2001	The cooperative and supportive relationship between teachers and students in classrooms that have emotional and sensitive commitment atmosphere, cause to increasing , studying motivation, improving the sense of success and higher growth in competitive classes , the stress and being absent in class resulted.

1- Rezaei

2- A.A seyf

3- Hasan pasha sharifi

4- E. Khoshkholgh

5- Mohammadi

6- Tafti

1-Aniley and Bourke

2- Peterson

3- Dembo

5	Peterson ¹	1997	The students that suffer from educational behavioral, emotional (problems such as lowering of self – confidence, behavioral problems, low motivation , lack of attention to classes and classrooms in schools, are not satisfy of current evaluation system. So in other study , the stress, introduces as aspects of traditional evaluation systems and examination that resulted to students un satisfaction and being absent of them in classes.
6	Dembo ²	1994	Cognitive theories (statements) empathized on mental aspects and regulative of students so today, more attention related to how learners interfered the knowledge and how to use it to solve complicated

Research method

Conducted descriptive study is kind of survey research in descriptive method , the investigator tries to find the subject and wanted to know how are the subject , variety , phenomena or things . (Hafez Nia , 1386 , p. 58).

On the other hand, present study (research) is kind of survey research³. Because , it investigated about distributing feature of a statistical society. (Ali Ahmadi and Saeid Nahace, 1387, p.96)

Statistical society included all of the teachers of first and forth levels of elementary schools of Shall city that have conducted the descriptive qualitative evaluation in classroom and the number of them at 1390 – 91 are 139 person . the statistical sample of present research is based on Kergsi and Morgan , has determined goals to 103 person and the sample has done randomly.

The collecting of information in this research is based on field research. In this method, for achieving to favourable information , prepared answer sheets (questionnaires) (based on studying about functions of descriptive qualitative evaluates) and these questionnaires has given to teachers and after completing them ; collected information studied and interfered by researchers. The measuring device in this study is by these questionnaires and the features of

1-Survey Research

decreasing stress , increasing academic motivation , cognitive features , quality of leaving – teaching process, personality characteristics and quality of relationship between teacher and student, has chosen as a functions (strategies) in descriptive – qualitative evaluation and for writing of these , first a check list included 83 element, has been prepared and finally a questionnaire included 56 elements multiple answers (5 answers) (very much, very , average, low, at all) prepared , in this questionnaire , they want of teachers to determine the amount of qualitative – descriptive evaluation function to main a features by selecting (choosing) of the answers.

Finally the reliability of present questionnaire was confirmed through survey of supervisors and Advisors, after omitting some of questions and doing necessary changes and using the opinion of authors. The validity of a, prepared questionnaire, after examination between 30 teachers evaluated by using of the same formula of questions (Korombakh Alfa) and the amount of this equals to 891% and calculated and confirmed that statistically it is a proper coefficient. Then the questionnaires were published and distributed among the students. They considered 10% failing. 103 questionnaires were collected completely and evaluated.

For evaluating and analyzing these collective information by using of descriptive and deductive statistics, that included Kolmogoroff – Smirnov test that recognized for normal information and used for questions of one sample study test t. For this research a hypothesis has been prepared.

The results research

The research findings (results) present research included one fundamental question and six subsequent question that all of them assessed and the results shows in following table:

Table 2 : The results of (questions) tests

Rows	Question	test	Results
1	(main question) How much the qualitative – descriptive evaluation functions at shall city's school influenced by elementary teachers opinion?	One sample t	Of the opinion of the elementary teachers of shall city, qualitative – descriptive evaluation at elementary school has influenced significantly.
2	How much doing qualitative – descriptive evaluation in elementary schools , decreased the students' stress?	One sample t	The qualitative – descriptive evaluation at elementary school caused to remarkable decreased stress at school.

3	How much it can increase the students' motivation for study?	One sample t	Significantly , it increases the students' motivation
4	How much it caused to improving learning – teaching process of students?	One sample t	It can improve the cognitive features of students increasingly.
5	How much it can improve the quality of learning teaching of students?	One sample t	It can improve remarkably the quality of learning – teaching process of students.
6	How much it can influence on students characteristics? (personalities)	One sample t	It can not influence on student's personality significantly.
7	How much it can improve the relationship (communication) between teacher and student?	One sample t	It can improve their communication very much.

Table 3: one sample test

Features	t	Freedom degree	Meaningful level	Difference average	Certain distance		Average
					Low level	High level	
Descriptive – qualitative assessment	2/59 7	102	0/011	12/048	2/845	21/25 2	180/04 8
Decrease of stress	4/23 8	102	0/000	3/660	1/947	5/373	27/660
Increase of studying features	7/94 1	102	0/000	5/805	4/355	7/256	29/805
Improving of cognitive features	2/03 4	102	0/045	3/001	0/075	5/945	39/010
Improving of quality of learning – teaching process	4/02 9	102	0/000	3/021	1/676	4/926	27/301
Influence on personality characteristics	1/42 5	102	0/157	1/514	-0/593	3/622	37/514

Communication between teacher and student	7/79 6	102	0/000	3/446	2/569	4/323	27/446
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Conclusion and suggestions

Regarding to the results of present research , the results of this research can be interfered with pre determined research statistically according to following table.

Table 4: conclusions based on descriptive statistics

Row	Question	Maximum influence	Average	Minimum influence	Average	result
1	How much the descriptive qualitative assessment can influence at elementary schools?	Question of decrease of flunk and repeating the class gain	4/68	The honesty conversation of students together	3/22	Performing qualitative descriptive can evaluate his influence in funds of educational department.
2	Reduce of stress	Decreasing students' worries of exam	4/44	Reducing the stress of students by using possible meaningful sentences.	3/99	
3	Increase of academic motivation	Improving learning tendency	4/35	Improving academic growth of students by omitting scores	3/75	
4	Improving of infra / cognitive features	Students follow the learning teaching process.	4/59	Caused to self – confidence in students	4/14	

5	Improving of quality of learning – teaching process	Decreasing of flunk and repeating the class again	4/68	The accuracy of doing home works by students	3/07	
6	Personality features	Increase : the transitivity of students	4/11	The honesty conversation between students	3/22	
7	Improving communication between teacher and student	Spend a lot of time in communicating a teacher with a student	4/08	Solving the student's problems through cooperation between teachers and student's parents	3/59	

Conclusion with attention to deduction statistics:

Regarding to present findings of deduction statistics and comparing it with these pre-described studies findings as a background, recognized in answering to main question that per of descriptive – qualitative assessments functions has performed influence at elementary school and only about personality feature has not affected by this assessment.

To answer question one; performing qualitative – descriptive assessment sufficiently decrease the student's stress. This research cooperated with findings of Khoshkholgh (1383), Marefatjou (1390) and NikNezhad (1386) , Kalhor (1384), Peterson (1997), Haghghi(1384), But it doesn't match with findings of Pasha sharifi, and Khoshkhogh (2007), that achieved to results about unsuccessful function in deleting parents sense about scoring

To answer question two ; performing descriptive – qualitative assessment sufficiently caused to increasing student's motivation in studying. This finding cooperated with the finding of researches that have done by Hasseni and et all (1383), Marefutjou (1390), Haghghi (1384), BOurk and Anli (2001), But they don't match with findings of Pasha Shharifi and Khoshkhogh (2007).

To answer question three ; performing descriptive – qualitative assessment remarkably caused to improving cognitive features. This findings is cooperated with the researches of Hessarnbani ((1385); Rezaee (1385), Mohamadi and Tafti (2007), Dambo (1994). But they don't match with researches of Pasha sharifi and Khoshkholgh (2007).

To answer question four: performing qualitative – descriptive assessment extremely caused to improvement in quality of learning teaching process. The finding is corporated with the researches of Mortezaee (1385), Aboo Mohamadi (1384), Haghighi (1384). But they don't match with the findings of Pash Sharifi and Khoshkholgh (2007).

To answer question five; performing a qualitative – descriptive assessment extremely doesn't effect on student's personality , that the present findings don't match with non of the pre stated researches.

To answer question six ; performing a qualitative – descriptive assessment extremely caused to improvement of communication between teachers and students. This finding corporated with the findings of Mortezaee (1385), Per Khaefi(1384), Hasani and et all (1383); Haghighi (1384); and Aboo Mohamadi (1384) , of course they don't match with findings of Rezaee and Seif(2006).

Practical suggestions

The following suggestions stated Educational Department officers in elementary school that:

- 1) This schedule with making a necessary changes , will be used in guidance schools' students.
- 2) The results and findings of this research can be used for continuing the schedule of qualitative – descriptive assessment in elementary schools.
- 3) Attention and persuasion to weak points of students , in performing this schedule , doesn't exaggerate , that by this students don't forget to speak honesty with others.
- 4) For explaining to parents about the goal of the schedule performs a training classes.
- 5) For elementary schools in spite of performing training classes , the new methods of teaching for improving quality of leaving – teaching process , in using this method by teachers, had have a necessary sensibility.

The problems and limitations of study

- 1) The Educational Department of Shall city is a small region and the results are limited to the shell regions so for generalizing the results of the research in society should perform carefully.

2) For this research subject, there are other varieties and feature that should be checked, that researcher only has studied some of them.

3) Because of lack of standard questionnaires, producing and regulation the questionnaires , have denoted significant time of a researcher and some of the aspect of qualitative – descriptive assessment should be studied.

4) The weak cooperation of some of teachers made researcher to complete these questionnaires because of time limitation , So, they hardly could communicate with selected tests.

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