A brief look at the evaluation of new students Iran's primary

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ABSTRACT

In recent years, Iran's Ministry of Education to offer new designs and implements the traditional evaluation of the proposed change to the evaluation is described in the initial period. In traditional evaluation, teachers often determine the success rate of students in the learning materials were limited, while descriptive evaluation of co-director of the school, parents and students demand because of a variety of assignments outside of class to learn the process sequence to - the school is learning, is highly significant. According to many experts, the descriptive assessment tool for measuring positive and negative aspects of student learning experience is effective and to grow and flourish and their talents.

Key words: Evaluation, Students, Primary School, Performance, Orientation

Introduction

All training is based on elementary education. Understanding the characteristics, abilities and talents of students and guiding them to the interests and needs of the most important and basic psychological functions, this course is considered. Generally, the process of education in primary school, many factors are involved that can change the fate of each semester students will be affected. Factors such as educational space, human resources, teaching methods, teaching materials and teaching aids and evaluation of how students learn, what are the countries of the world they are bound to change. So that if a correct evaluation of the educational system, the effectiveness and efficiency of the system increases [1].

Descriptive evaluation of educational innovations work in primary school education system in Iran. This evaluation, the authority of teachers, administrators and even parents of the affected data. The evaluation period is as a model, replacing the traditional evaluation of the test in a few years of primary schools in the country is running.

Defined evaluation:

Whatever be the judge, is evaluated. For example, when students will participate in a test. His performance is measured, if measured on the basis of these judgments to be done, in fact, evaluation is done. Although it is sometimes possible to measure and evaluate the work process, but actually are not synonymous. Measuring performance is measured. Including not judge. This role is responsible for evaluation [1]. Noise is defined elsewhere in this evaluation:

Systematic process for collecting, analyzing and interpreting information in order to determine whether the targets were reached or not and to what extent?

Although the drug evaluation value about the desirability or lack of good character or is the subject of evaluation, the measurement basis for evaluation because it makes an accurate measurement results without the involvement of the feature or product not to evaluate the accuracy of the take [7].

Descriptive evaluation:

Qualitative model that works against a prospective evaluation of the pattern, through the curriculum and educational standards, considering the depth and quality of student learning and provide explanation and description of the condition. Descriptive assessment tools include: working directory, check lists, record observations of leaves, functional tests, homework and classroom exercises, feedback and descriptive record descriptive [3].

Descriptive evaluation of a new version of the evaluation is ongoing. This evaluation is a qualitative model. In addition, the evaluation of student participation in assessment and intervention through means such as a folder, Evaluation, and assignments Cares. This comprehensive evaluation of the students are the main three characteristics that
differentiate it with traditional evaluation methods that:

A - Small-scale change (20-0) to quality (as expected, close to expectations, needs more work)
B- Use of various instruments rather than the middle and final exams
C- Information and advice is descriptive of the graphic scale [2].

Resolutions 647 and 649 in 2002, after Iran's Supreme Council of Education, plan to change the foundation of the first and third preliminary evaluation, the evaluation was to provide descriptive and February 2002, its pilot implementation in 20 first-grade classrooms in 10 schools With the help of teachers was 30. After running a pilot project and training courses for teachers virtually Executive in October 2007 in a limited number of primary schools in the country. So that in 2006 nearly 1,300 classrooms across Iran were covered by a descriptive evaluation [1].

The evaluation of primary school education must change Some forms of traditional evaluation and scoring system in primary school are:

A student faced with the anxiety and concern and the school environment that threatens the mental and emotional.

Most of the information and knowledge is part and reserved to the understanding and deep learning.

The children are brought to unhealthy competition and unfair and will promote the winners and losers. Instead of getting a high score or satisfactory learning and gaining experience becomes useful. What the students outside of class or school are getting less attention. And will inspire students to read only material that the exam will be given to them. The concern of the parents to be false. Good understanding of the situation does not provide education and training students. The above problems and other problems in this plan there is the need for change in the primary school curriculum evaluation methods is necessary. The changes in the plan as "descriptive evaluation" are presented to some of these concerns can be resolved [6].

Description of the evaluation plan

The basic objectives of the evaluation plan is described as follows:

A - Improving the quality of the process of teaching – learning
B- Provide appropriate orientation to eliminate the culture of the twenty
C- Emphasis on educational goals rather than focusing on content.
D- Provide for the elimination of the absolute sovereignty of the final exams in the academic fate of students.
E- Increase in mental health settings teaching – learning

The traditional approach to evaluation, mainly teachers, to originate from the results of evaluation to ensure students are learning. If the scores are reported. It was less effort to learn and improve how it is. The new model evaluation, teacher evaluation in service learning will, therefore, it completely changes the look. She is such that the evaluation will lead to better learning. The weaknesses and strengths of their students’ performance, for the purpose of which they found a way to fix or improve, rather than just be reflected. The evaluation model, is that teachers know their students' learning and traveling with them in the path does not end up in someone who is standing and waiting to see who gets to the end (learning) dates.

If you know the origins of continuous learning through purposeful and results begin to appear, to evaluate the continuous flow that starts from the ports. Results appear. It is a learning side by side, the evaluation time to learn and improve learning would be useful information for students through the continuous feedback provided. Combining and analyzing information obtained from this type of evaluation that has been collected during various stages of teacher training on student take the appropriate decision [2].

Descriptive characteristics of the evaluation:

D – Dynamic:

Assessment of dynamics in a descriptive sense and not repeated, but the growth is significant. If a continuous flow of learning outcomes and to understand the origins begins and concludes, that evaluation is a continuous flow of origins begins and reaches conclusions. Evaluation is a continuous flow side by side and it is a learning process in order that its growth path and gives Ghana. If the teaching-learning to do proper analysis, we will see that the evaluation of the teaching - learning is not isolated. If the coach to look carefully, we will see him during his training errors and force players to continuously evaluate the accuracy, eliminate errors and reduce them to give advice and guidance to move the sports players, complete and be more complete.

Accordingly, it is known that the evaluation or assessment for learning in service learning what that means. Teaching and learning will be evaluated as a flow aid, if properly understood to be dynamic. It will operate. The evaluation process to improve student learning and to take before. In fact, growth and progress in the evaluation however motivated him to promote and take forward in this direction. In this sense, participation in the development and evaluation of student learning. Teachers in the evaluation of the students (learning activities), the educational goals and expectations regulated. With this method the teacher can say with high confidence that students have acquired the skill and educational expectations in other words, compared to where they are located [2]. It measures the expectations of
teachers for each session will be three main characteristics should be:

* Lucent is

** Education is related to expectations

*** Students are able to understand the criteria.

Understanding these criteria with students consciously explored the relationship between learning activities and evaluation (feedback) with continuous teacher learning activities, it makes sense. In addition, students can better evaluate their own work and the help of their friends about it. Therefore, teachers should ask students to their own learning activities according to final results. For example, if the student is expected to write a short report at the end of the learning activities, teacher characteristics, the report should clearly express their will, for example:

* How is this?

** What parts are included?

* What are the characteristics of the writing?

B – Feedback:

One important component dynamic characteristics, is feedback. Without feedback, there is actually a descriptive assessment of corrective measures.

Feedback factor, and is effective in improving learning performance. Feedback to provide any information that the person will receive the results of learning activities. Person has two main effects of feedback in learning. First, the student learning process in the desired order. Second, motivation to learn increases [2].

C - High quality:

Other descriptive characteristics of the evaluation, it is qualitative. In order that the resources, tools and information that is collected from students. Just a little (score) is not. Observation and analysis of assignments and tests, which contain valuable information can be obtained from the students. The descriptive assessment tool in the tool number, orientation and evaluation of different tools will be used. In addition to being the kind of quality scale used in the final report, achievement report also refers to the ordinal scale alternative numerical scale (20-0) is. This comparison of the features are flexible, because the distances between ordinal scales are more and more groups of students in one part of the scale shows. This reduces competition between students and their sensitivity for the score that eliminates or less [2].

D - Performance orientation:

This feedback should be aware of educational expectations, refer to this feature is dynamic. Also illustrates another feature is that the emphasis is on performance evaluation is a descriptive to a performance-oriented. Performance orientation means that the teacher tried to see what changes that have occurred in children during learning activities. In practice, what the child really has changed [4].

Descriptive orientation is an invitation to evaluate performance. Need to explain further. Related activities are an important part of teacher's job to prepare the tests passed. The teacher is going to run the tests of learning, students get information. Time to complete the test with questions, multiple choice and short answer is, and the like, studies have shown that these tests are accurate and clear information of the person does not learn.

Broad trends in the world today is that this form of evaluation of performance to take the efforts of teachers and how to apply the knowledge and skills acquired by students in action, doing evaluation. Experience has shown that such evaluation is meaningful and interesting for students. Activities of teachers with real and accurate information to students that they can better help them improve their learning. However, the chance that students become familiar with their abilities and weaknesses.

The process:

Apart from these properties that appraisal development process is also mentioned. Basically, this type of evaluation provides an opportunity for teachers and students. That it's more efficient and effective learning, the management. The evaluation of the relationship between this pattern, with conceptual knowledge is called upon.

It means thinking about thinking is understanding. The development of this evaluation is to provide teachers and students in learning how to manage the study. Continuous learning activities to help students to better understand the cognitive processes of the mastery over them. For example, the student says, "If I write what I remember it" is aware of your thought processes. The second type of cognitive learning, knowledge management, cognitive processes that are associated with the first call. Most of the students in their mental activities that cognitive processes is a kind of autonomy, no. During the evaluation of teachers can learn to recognize a child's access to the child and give this information to organize their cognitive activities and the management [2].

Conclusion:

The process of education in primary school, many factors are involved that can change the fate of each semester students will be affected. Factors such as educational space, human resources, teaching methods, teaching materials and teaching aids and evaluation of how students learn, what are the countries of the world they are bound to change.
Descriptive evaluation of a new version of the evaluation is ongoing. This evaluation is a qualitative model. The traditional approach to evaluation, mainly teachers, to originate from the results of evaluation to ensure students are learning. If the scores are reported. It was less effort to learn and improve how it is. Assessment of dynamics in a descriptive sense and not repeated, but the growth is significant. Teaching and learning will be evaluated as a flow aid, if properly understood to be dynamic. It will operate. Feedback factor, and is effective in improving learning performance. Descriptive orientation is an invitation to evaluate performance. Need to explain further. The development of this evaluation is to provide teachers and students in learning how to manage the study.

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