



Representation of Qualitative-Descriptive Evaluation Experience in Primary Schools

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Abstract

The purpose of this study was to analyze the perception and representation of primary teachers' experience of qualitative-descriptive evaluation and to obtain the experiences of primary teachers regarding the full implementation of the qualitative-descriptive evaluation plan in primary schools. This research has been done with a qualitative approach. First, the lived experience of primary school teachers of qualitative-descriptive evaluation is used by using the phenomenon technique and conducting interviews with teachers. The method was that first all the interviews were initially coded in MAXQDA software and the concepts were extracted. Then, based on the sharing of codes, the main and sub-categories were extracted from the perspective of the interviewees who were teachers in Karaj. In order to collect data, a semi-structured qualitative interview was used. Using purposive sampling, data saturation was obtained after 15 interviews. In-depth views of teachers, experts of qualitative-descriptive evaluation led to the identification and classification of 16 extracted indicators. "Uncertain educational status of students", "Insufficient literacy level of students", "Decreased deep and significant learning", "Attention", "Increased stress on teachers", "Lack of time", "Preference for evaluation "Quantity", "Lack of training and support for teachers", "Lack of space and facilities", "Decrease of teachers' motivation", "Problems in implementation", "Decrease of teachers' position", "Inadequacy of available facilities and required requirements", "Large number of students", "The lack of evaluation results" and "Focus on formal activities". According to these results, it can be said that the issues that have been experienced and understood by teachers are different factors in the evaluation and can face the evaluation process with difficulty.

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Introduction and problem statement

In any country, the education system is one of the most complex social, economic, and cultural subsystems in which a significant number of individuals, as learners or educators, are directly or indirectly involved in its activities. The most important element of the educational system is evaluation, because it helps the teacher and the student to have reliable access to the educational goals and by showing the weaknesses of the teaching and learning processes, provides the means to correct and improve them in a timely manner (Qaradaghi, 2017). Effective Evaluation is seen as a social activity that is intertwined with the teaching-learning process, supports student learning, and continuously improves teacher teaching. New perspectives on classroom assessment focus on using a wide range of assessment strategies, tools, and methods and providing multiple opportunities for creativity and enhanced student learning (Brookhart, 2013). Assessment for learning (AfL) affect student learning positively and Not surprisingly, have been highlighted internationally in policy documents (Westbroek & Janssen, 2020). evaluation of a student's performance is a vital part of successful education (Shipman, 2020). One of the important areas of the curriculum (Baharvad, 2010) and one of the trends affecting learning objectives (Dolin and Black, 2018) is also one of the most serious issues in teaching the subject of assessment, which has a special place in the teaching-learning process (Faraghi and Farmahini Farahani, 2018). So assessment and evaluation is an important part of component and principle of this process (Mohammadi, Fathi Azar and Adib, 2018) and the results of evaluation will determine the extent to which education has contributed to the improvement of individual performance and results. (Kunche, 2011). And the type of assessment methods used in the classroom has a major impact on student learning (Broadbent & Boud, 2018). Educational activities would simply be "leaving the arrow in the dark." without the use of evaluation. (Bazargan Harandi, 2018). Assessing and

evaluating students is a key element in improving schools, improving education and learning (Brown, 2018; Stiggins, 2004). And there are concepts that are used in education to explain how students' learning progresses and learning outcomes, and in the teaching-learning environment, there is a constant need to measure the outcome or quality of the teaching-learning process (Adam and Dack, 2020). In other words, evaluation is an activity that is used in all mechanisms of the education system and clarifies the level of efficiency and effectiveness of activities and it can never be unnecessary (Sadler, 2010). Educational experts consider assessment and evaluation as a fundamental element for reforming schools, improving teacher training and student learning (Pasha Sharifi and Khoshkholq, 2006). Educational evaluation includes several cases and dimensions, one of which is the evaluation of what learners have learned. Assessment of learners' learning indicates the impact of a course or training program on learners participating in the training program. And data analysis determines the effect of education and learners' weaknesses, their mistakes and behavioral changes that have been created in them as a result of education (Rahbardar Shekasteh, 2009). In this regard, the system of assessment of learning, as an integral part of the educational system, plays a special and multiple role. On the one hand, it has collected evidence to measure the achievement of what has been learned and the achievement of goals, on the other hand, it has played the role of facilitator to strengthen and consolidate what has been learned and help teaching and learning (Pavry, 2012; Sindelar 2011; Lampriananou and Athanasou, 2010). And in a superior position, provides a suitable environment for self-assessment, a lifelong learner and successful in playing the various and numerous roles that they have or will have in society; what is considered as learning in authentic assessment and assessment approaches. Benefiting from new approaches to assessing what is learned is very necessary and important in all educational levels, but this necessity is doubled in primary

school due to its sensitivity and special place in acquiring basic skills (Lee, 2010; Samuel, 2008). Evaluation tries to pay attention to the depth and quality of students 'comprehensive learning and leads to the improvement and development of students' skills, knowledge and attitudes (BaniAsad,2016) The quality and manner of establishing a new system for evaluating academic achievement is one of the most important issues and challenges that the educational system, especially teachers,face(Faizha,2011). Therefore, in any educational system, teachers perform evaluation to determine the relationship between abilities and educational activities of students and changes in their behavior, as well as to predict and control educational situations and other cases (Seif, 2017). Teachers play a key role in the success or failure of evaluations and are one of the main factors influencing new evaluations (Hondrich,2016). Assessment of educational Progress is a regulating factor for students' learning through teacher education, student activities, educational materials and learning contexts (Arefi et al., 2021). In other words, one of the important factors in improving learning in the classroom and perhaps one of the results of all the reforms that are made to improve quality is the classroom academic evaluation. This issue, that classroom evaluation is one of the effective factors in improving classroom learning, has been highly regarded by experts in recent years. According to them, by changing the way of thinking and working in the field of academic evaluation, the teacher can use it to improve students' learning (Hassani, 2009). The quality of the system of evaluation of academic achievement in any educational system can be the basis for continuous vision. The educational system and the equivalent of the organizational health monitoring system and the system of stimulating dynamism and vitality (Khasali, Salehi and Bahrami, 2015). Mehr Mohammadi (2012) defends the claim that this component (evaluation of students' learning) should reflect all the do's and don'ts of an approved and emphasized educational system Otherwise, one

should not rely on the implementation of those do's and don'ts. In other words, the necessary and sufficient condition for realizing the ideals considered by any educational system is that the assessment system bears them. Also, many international studies consider the role of the assessment system as important in guiding and enriching the teaching-learning process (Pavry, 2012; Sindelar, 2011; Shermis and De Vesta; Liu 2010; Gitomer, 2009).

Qualitative-descriptive evaluation system in primary school in Iran, from the academic year 2004-2005 with the aim of making fundamental changes in the existing evaluation system and considering new approaches in the teaching-learning process and effective methods of student evaluation, according to the instructions of the Higher Education Council in A number of elementary schools were implemented. And this plan has been implemented based on the resolution of 769 sessions of the Higher Education Council on 4/18/2008, after a period of pilot implementation, from 2010-2011 in all primary schools of the country (the set of resolutions of the Higher Education Council 2015). Currently, this project is being implemented in all the bases of the elementary school. It is clear that the implementation of any plan is associated with opportunities, threats, strengths and weaknesses. A qualitative-descriptive evaluation scheme is no exception to this rule. Examining the evidence, documents and research findings, the existence of strengths, weaknesses, obstacles and problems in the assessment system of the learned in primary education of the country, confirms the lack of deep and profound knowledge about them. An examination of the existing research background on the effects of a qualitative-descriptive evaluation plan confirms the existence of advantages and disadvantages. One of the most important and probable advantages is to increase the level of cooperation and teamwork among students, academic achievement, reduce competition, increase student participation in discussion, eliminate test anxiety and better compliance with

assessment standards (Borhanzahi, 2013; Vakili and Amini 2010; Namvar, Rastgoo and Derakhshandeh, 2010; Mousavi and Pasha Sharifi, 2008; Hassani and Ahmadi, 2007). On the other hand, a review of the published findings indicates the existence of disadvantages and adverse effects and consequences for students, teachers and the education system in general. Decreased academic motivation, reduced constructive competition, time consuming, tastes of action, severe decline in motivation in hardworking students, unfamiliarity of assessment results for students and parents, upbringing of students with low responsibility, lack of parental awareness (Mohebbi Amin and Saberi, 2019; Bogri, 2018; Shams, 2016; Khasali, Salehi and Bahrami, 2015; Salehi et al., 2015; Hassani, 2011; Hosseini, 2011).

Therefore, considering the high importance of the learning assessment system and its effects on the quality of students' learning and the teaching-learning process, as well as the passage of more than a decade since the implementation of the qualitative-descriptive evaluation plan, review the current situation Evaluation in the primary education system and identifying its potential harms can play a key role in increasing cognition and improving efficiency. Therefore, given the multiplicity of challenges and the need for lack of in-depth and accurate findings in this area, trying to understand their mental image of the obstacles and problems in the process of assessing student learning and the consequences of implementing a qualitative-descriptive evaluation plan, can be Those involved in the primary education system, to help to make the decision to reduce or eliminate existing barriers on the one hand and equip teachers in terms of knowledge, attitude and skills on the other hand, the necessary ground for their growth and dynamism in school and classroom Provide. Therefore, considering the many years of experience of the researcher in the elementary course, as well as teaching in-service courses and Farhangian University and familiarity with evaluation issues in this course, the main purpose of

this study is to review and identify the current status of qualitative-descriptive evaluation from a perspective Primary school teacher. For this purpose, in this study, an attempt was made to examine the main question of the research the representation of the experience of qualitative-descriptive evaluation in primary schools, with a qualitative approach, and to show how these participants understand this phenomenon and how they evaluate it?

Research method

In this research, descriptive phenomenology has been used. Phenomenography is a research method that bases its work on the same different experiences of people from a phenomenon and tries to provide a deep description of a certain phenomenon to a specific group of people. Phenomenologists believe that if people enumerate different experiences or concepts of a phenomenon and relate them in a larger structure, they can provide a more complete picture and understanding of the experienced phenomenon (Danaei-Fard and Kazemi, 2009). The first premise of phenomenological studies is that different people will not experience a particular phenomenon in the same way, but there will be a range of ways in which different people perceive or experience a phenomenon (Merton, 1994). The purpose of a phenomenologist is not simply to present these descriptive classes separately. Phenomena writers To achieve a deep understanding of a phenomenon, they adhere to another premise of a single person It may not express all aspects of a concept (experience) (Henderson,2002:62). Therefore, in the present study, based on the qualitative paradigm, an attempt has been made to discover, understand and interpret the current situation of qualitative-descriptive evaluation from the perspective of teachers,. Qualitative research can be used when we want to study a phenomenon from different angles and while studying people in their natural conditions, we can represent a detailed picture of the studied phenomena (Bazargan, 2014). Therefore, the present study, considering all aspects and especially

the nature of the subject under study, is based on qualitative research with a phenomenological approach. Phenomenography seeks to enumerate and classify these different experiences and in this regard, uses in-depth individual interviews as a tool to obtain data (Dadkhah, Legzian and Hemmat, 2017). In other words, phenomenology confirms that a person can have more than one concept (experience) of a certain phenomenon in mind (Boon, Johnston & Webber, 2007). The method of data collection in the present study is a semi-structured interview that is done using the interview guide; That is, a list of written questions and topics that should be followed in a specific sequence, but if interesting topics are raised during the interview, the researcher is free to ask unforeseen questions. In order for the participant to express his / her point of view on the subject, as he / she has experienced, using his / her language and words. For this purpose, an interview protocol was prepared, including the questions that the researcher intended to ask the interviewee. For this purpose, semi-structured interviews were conducted with 15 primary school teachers in Karaj. Each interview lasted between 40 and 55 minutes. The interviews continued until the stage of theoretical saturation. Sampling was done in a targeted manner and participants were selected using the criterion method (the criterion was to select interviewees who are familiar with the evaluation performed in the primary school). For data analysis, all interviews were initially coded in MAXQDA software and concepts were extracted. Then, based on the sharing of codes, the main sub-categories were extracted from the perspective of the interviewees who were teachers in Karaj.

In this research, in order to evaluate the research data, the validity criteria (continuous interviews and continuous communication with informants over time and review of manuscripts, categories and results by the participants in the research) and validity have been tried to All stages of the work were clearly stated to allow the scientific community to judge.

Research Findings

According to the participants, the following factors were identified as components of the lived experience issues of primary school teachers from qualitative-descriptive evaluation.

A. Lack of accurate information about students' educational status: Lack of accurate and coherent mechanism in assessing students' learning, has led to inaccurate assessment of students' abilities and its consequences have led to reduced performance of hardworking students. According to teachers, parents and students, the qualitative-descriptive evaluation plan causes academic failure, promotes illiteracy and reduces motivation among learners (Salehi et al., 2014). Also, the high acceptance statistics and the high percentage of very good students seem to indicate the improvement of the educational system and the improvement of the learners' performance. Is that really so? In this regard, paying attention to the points mentioned by teachers can represent significant points

"The first person to teach this kind of distrustful evaluation, because he sees the facts closely. Every time I look at the children's report, they are mostly at a good and very good level, but when they are evaluated, they are not really at a good level. Of course, there is a part related to the office because they always emphasize that the children's level of knowledge should be evaluated well. In order for the acceptance statistics to be at a good level and on the other hand, it says that it is easier so that we can enter the report card into the system. "Assessing a score that was not like this was very good. No one had the right to interfere".

"When there is no accurate method for evaluating students and there is no proper supervision, the result is that students' educational problems increase and eventually we will see distrust in the educational system. I had a student who was in the sixth grade but from the curriculum was really weak and even the multiplication table was not memorized and he had a hard time writing simple things. I looked at the transcripts of previous years. It is not clear anymore, he is not learning, he

is not progressing, he is not progressing, to be honest, we have no hope for school and studying".

B. Adverse upbringing of students with insufficient literacy level: A closer look at the teachers' point of view showed that the majority of them (11 out of 15) stated that the current practice has fueled the emerging contexts in the poor upbringing of students with insufficient literacy levels. Exploring teachers' perceptions of descriptive evaluation and its representation can be helpful in understanding the current situation. The teachers considered the first and most important possible damage caused by the continuation of the descriptive evaluation plan in the current way, the occurrence of effective conditions in increasing the decline in the quality of learning and poor upbringing of students with insufficient literacy levels. In order to establish a clearer relationship with teachers' perceptions of the subject under study, the views of some of the participating teachers are presented in a narrative format.

"In addition to being a time-consuming descriptive assessment, because it is not taken seriously by students and parents, it has only multiplied the teacher's efforts ... nothing that has improved a child's learning has resulted in a drop in their education"

"When there is no accurate method for assessing students, and there is no proper supervision, the result is that the problems of students increase from grade to grade, and eventually we see illiteracy (or low literacy of students)"

C. Reduction of deep and significant learning in descriptive evaluation: One of the misconceptions that teachers had about descriptive qualitative assessment is related to increasing the decline in learning and reducing the amount of deep and significant learning, which promotes illiteracy in students.

"One of the benefits of grading was that students enjoyed getting good grades, but now there is no grading. Previously, students really wanted to learn to get better grades. Doing homework, even if it is

poor, is evaluated at an acceptable level, and learning the subject matter is completely forgotten."

"There is no healthy competition among students. The student has no motivation or competition to learn, there must be a difference between a student who is studying and a student who is not studying. A student who needs to learn more must Do not go higher, especially in the first grade, the student pays less attention to the lesson. Some students who are weak in the basic lessons, come up with this illiterate plan; students who need more effort, go to classes "They go higher and get into trouble. Unfortunately, in descriptive evaluation, these issues are not taken into account at all".

D: Increasing psychological and physical pressure on teachers: The interviewed teachers described it as "increasing psychological and physical pressure on teachers." Half of them (12 out of 15) complained about the problem, citing multiple causes; Most of them (9 out of 12 teachers indicate the existence of wide-ranging psychological and physical stress on teachers) Severe decline in the status and dignity of teachers among students and its subsequent consequences, including disobedience, disorder and lack of attention, the main cause of occurrence and aggravation These psychological pressures, they know, they acknowledged that this issue has imposed double (physical and more psychological pressure on them in the teaching process). It is not the hand of the teachers, it has had many destructive effects on the teaching-learning process, which primarily hurts the students, and in the process of work, and it has left damages and pressures, willingly or unwillingly, on the teachers.

The system expectations and pre-determined career goals for the teacher, on the one hand, and the teacher's ideals, on the other, determine his or her duties as an evaluator in the classroom. But when the results of all goals and ideals are summed up in four terms: "very good, good, acceptable, and need more effort," his position as an evaluator is called into question:

"I do not want to say that I was a teacher for years, parents respected me because of my grade, kept respect with children because of my grade, but I see that since descriptive evaluation came in, parents were always fashionable and complaining, expectations They are misplaced that even if it was a grade, these expectations would not have been met".

"I myself heard in the corridor of school that my mother was saying to each other: Alone or teacher, has to accept everyone at the end. There is no rejection in the beginning. They do not crush the leeks either".

E: lack of time: One of the themes in teachers' statements that has appeared a lot is the lack of time for qualitative-descriptive evaluation during classroom learning.

"Given that I have 35 students and I have to look after the educational situation of all of them in each session, the lack of time makes it impossible for me to do these things. When I check the students' homework, I realize that sometimes I dedicate half of my class time and sometimes my whole class time".

"If I want to make a descriptive qualitative evaluation of all the students in each session and give descriptive feedback to each of them, a full session is taken and it does so to teach even one subject when there is not left. This is the most fundamental problem in implementing a descriptive qualitative evaluation model".

F: Prefer quantitative evaluation over evaluation of students' learning: One of the important factors in the success of new projects is the support of stakeholders. The analysis of the interviews shows that the teachers claimed that the parents of the students do not agree with the qualitative-descriptive evaluation model, in fact they are one of the main customers of this model but they cannot communicate with it and prefer a little evaluation. Students, as the main audience of this evaluation program, also like, or better to say, prefer grade feedback. Cultural habits, both on the part of the parents and on the part of the students (due to

the desire of their parents), intensify such a tendency.

"One of the parents said after seeing his child's record, I do not understand anything from this record, which means very well? Why don't you score like in the past? We would like to give our child a grade so that his / her academic progress can be determined".

G: Lack of teacher training and support in the field of descriptive quality evaluation plan:

Achieving the goals of any innovative project in the education system requires support from the education system and executives. Otherwise, it is unwise to expect success from this plan. Support for innovative projects can emerge in financial and scientific administrative forms. One of the most frequent categories in the interview regarding the descriptive qualitative evaluation model is the lack of educational support for teachers. Apparently not enough training has been given in this regard. This problem is one of the general problems of teachers in the evaluation plan of students' learning.

"Textbooks have not been written for descriptive evaluation classes, and some of them, especially sixth grade courses such as thinking, research, work and technology, are very difficult to teach in these classes and the necessary training has not been provided, even in the field of qualitative evaluation plan. Descriptive training is not enough and we face many problems".

H: Student distraction during assessment: In the classroom, there is another problem of evaluation that has little to do with the type of evaluation; but it may be more pronounced in qualitative-descriptive evaluation because it is a process. In this way, the continuous interaction of teacher and student, which is mainly done orally and in the form of dialogue, disturbs the attention of students in other grades.

"I have 35 primary students. Some lessons are difficult for some students and take more time to teach. Sometimes it takes 40 minutes to do an experiment. When I am teaching a subject to weaker

students, other students cannot focus on their homework or the noise of other students distracts the students who are at the center of the teaching".

"When I ask lazier students, the smarter students respond immediately. It shows that other students are not focusing on their activities, thus preventing the evaluation plan from being implemented properly".

I: Lack of space, facilities and educational materials: Space, facilities and educational materials include; the school grounds, green space, laboratory classrooms, workshops, prayer halls, sports fields, toilets, libraries, educational media, computer centers and audio-visual centers are intended for the teaching and learning environment. Most schools do not have proper facilities and teaching materials, and sometimes the physical space of these classrooms bears no resemblance to the classroom. Even the teacher has difficulty cleaning these classrooms. Lack of space is a common problem in our education system, although with qualitative evaluation -Descriptive has a general relationship, one of the general issues is qualitative-descriptive evaluation.

"I have 20 students, I have prepared a portfolio for each of them, there is no space in the classroom to hold them and the students cannot hold it. Also, a blackboard is not enough for the students and there is no means to. I do not use it in the classroom, and sometimes hours of class time are wasted teaching and understanding a subject."

J: The problem of time in the full implementation of descriptive evaluation: The role of the teacher as the facilitator of the qualitative-summer evaluation project cannot be overlooked. The teacher to the main agent of education has always tried to do his best to achieve the educational goals. In recent years, with the implementation of the qualitative-to-summer evaluation plan, because descriptive evaluation uses various facilities and different methods, it has been possible to consider double the time for evaluation. This has caused problems for teachers and this

factor has caused serious challenges in the full implementation of the descriptive evaluation plan.

"In descriptive assessment, every day I have to compare the student with himself / herself and consider his / her abilities and give the necessary feedback to each student. Complete the workbook, for each lesson and each student about two lines of status To write him in the index book, it really takes a lot of time, and I always had trouble doing descriptive evaluation, and sometimes I even did descriptive evaluation for a few hours at home. "We used numbers to indicate the student's condition".

"I can say with confidence that all this paperwork is not suitable for evaluation in the elementary school. Even if the elementary school has enough time, half of the class bell is spent on evaluation work. I do a lot of evaluation because it takes time. I will not do it".

K: Decreased teachers' enthusiasm for educational activities due to the lack of a proper mechanism to identify hardworking teachers from other teachers: The teachers surveyed pointed to "a decrease in teachers' enthusiasm for educational activities due to the lack of a proper mechanism to distinguish hard-working teachers from other teachers." Ten of the 15 teachers interviewed mentioned the lack of a proper mechanism for recognizing hardworking teachers and thus reducing teachers' enthusiasm for educational activities as one of the possible consequences of continuing to implement a descriptive evaluation program for teachers. In this regard, paying attention to the point made by several teachers can reflect part of the lived experience and perceived reality.

"Committed teachers suffer from descriptive evaluation because they do not see the result they expect in their classroom and their effort is not seen".

"The principal judges the teachers as he pleases, and this practice has had a bad effect on their performance".

"Because teacher teaching is not evaluated with the right indicators, this issue has caused the teacher's motivation and effort to decline".

"When I see, even though my workload has increased and my effort has multiplied, I do not pay attention to it".

L: Decreasing the position of teachers in school, especially with parents and students, and as a result, their ineffectiveness in the teaching process: Based on the teachers' interviews, a decrease in the position of teachers in the school, especially among parents and students, and as a result, their ineffectiveness in the teaching process" was inferred. Nine of the 15 teachers interviewed cited the decline in the status and prestige of teachers in the eyes of students and parents as one of the possible consequences of continuing the current descriptive evaluation program.

Decreasing the status and dignity of teachers among students will have consequences such as disorder, disobedience and lack of attention. This has put extra pressure on teachers, with some teachers acknowledging that it has put double (physical and more psychological) pressure on them in the teaching process. The emergence and strengthening of this feeling in the minds of students, which is not something that teachers have, has many destructive effects on the teaching-learning process, which reduces the quality of teachers' teaching activities and, consequently, hurts students. The dignity of the teacher in the eyes of students for reasons such as not being considered important in the exam and passing in any case and not seeing the differences and other similar cases can leave many issues, impose unwanted injuries and pressures on teachers. The point made by several teachers can reveal part of the existing reality.

"When the student sees, evaluation is not appropriate and is not shown differently; he comes to the conclusion that the teacher does not play an important role does not count on the teacher's words and does not respect me".

"Descriptive, makes the student carefree because they see what to try or not to do, they understand well that nothing is in the hands of the teacher when students see that everyone is lazy and cleverly accepted, they gradually come to believe that evaluation is an apparent task".

M: Problems in implementation due to the increase in the volume of activities: According to teachers, one of the experiences of teachers is related to administrative problems and the position of the teacher in the classroom and the evaluation system. For teachers, this type of assessment puts the teacher in a weak position compared to traditional assessment. On the other hand, consulting teachers to implement such programs that deal with all aspects and areas of teaching learners learning, requires the cooperation and support of teachers as the main implementers of this evaluation system. In fact, the lack of cooperation and cooperation of teachers because this issue can negatively affect their work life and career, their respect and value as a professional and their career future, can affect the failure to implement it.

"In descriptive evaluation, the teacher, instead of educating the students in real and in-depth, is actually doing things that waste their time and deprive them of real education; "Very good to assess the need for more effort."

"Before the descriptive evaluation was carried out, the teachers' opinion should have been used extensively. What I know very well is that the descriptive evaluation was implemented in a short period of time. Teachers from all provinces should be consulted, but this person, who really wrote this plan, did not think about how all this workload and different methods are implemented in the primary school, which we even have little time for teaching? It was better to do half of the books, for example, Quran lessons and compositions with the first to third grades of elementary school."

N: Inadequacy between the available facilities and the requirements required in the evaluation: The perceived category of teacher interviews is the

mismatch between the available facilities and the requirements required in descriptive evaluation. More than half of the teachers (9 out of 15) hinted at this weakness. In this category, weaknesses such as the incompatibility of the classroom space with the per capita standard of the number of students in the class; "Inadequacy of descriptive evaluation plan requirements with school facilities"; "The inadequacy of teachers' educational opportunities and the need to complete checklists and forms for each student are categorized. It seems that if there were no substantive and content problems in the descriptive plan, the mere existence of this inconsistency between the nature and requirements of the successful implementation of the descriptive plan with the current situation of schools could be the biggest reason for the hasty implementation of this plan. And has been done without a comprehensive study and accurate feasibility study of organizational maturity. Extremely large classrooms - often between 35 and 40 students - The poor condition of primary and secondary school facilities is one of the biggest reasons that the content may not fit. In this regard, many complaints were raised by teachers.

O: Disproportion of the number of students in each class to the class standard per capita: It is a factor that was mentioned by 12 teachers as one of the most important weaknesses of the descriptive design. Although the listed weakness is not inherent in descriptive evaluation, one of the most important criteria for judging whether to apply a decision in a way is to fit the audience. The descriptive evaluation plan has been proposed and implemented while most of the elementary classes are held with about 35 to 40 students! Reflecting on the problems of teachers in these classrooms can help to understand the consequences of this mismatch. Reflecting on the many problems teachers face in implementing classroom processes, especially student assessment, which is embellished with expectations such as continuous assessment, can reveal the mismatch between school conditions and the requirements outlined in the descriptive

assessment program. A descriptive evaluation plan is like a package whose proper implementation requires many requirements. If the best plan is implemented, regardless of the existing conditions or just selecting some of its items

P: Uncertainty of the concept and results of qualitative-descriptive evaluation: Various studies show that descriptive evaluation faces serious challenges such as the ambiguity of the concept of descriptive evaluation, the lack of qualitative assessment tools to collect data about the learning process and the incomprehensibility of evaluation items. At the beginning of the qualitative-descriptive evaluation program, in-service courses were held for teachers, but no one took responsibility for justifying parents who knew only a few ways, and the burden of justification was placed on teachers. Understanding this was also a problem for the students, which was left to the teacher, a teacher who had not yet been fully justified.

"I remember when the course was in service, different schools came and gave each of the evils of evaluation a grade and a general definition of descriptive evaluation. I did not understand at all what descriptive evaluation is and why it is performed and what it seeks. I had questions that never I did not get the answer. Couldn't we have a grade evaluation and use various tools next to it, such as workbooks, checks, lists, etc.? "But I explained what I had learned. But every time I wrote, for example, at the bottom of the sheet, the parents needed to try harder or more acceptably, and they would say, 'What does this mean? Acceptable means a high score?'"

Q. Focus on formal activities related to the evaluation of students' academic achievement and its possible consequences: Additional studies on the possible consequences and consequences of focusing on formal activities in matters related to educational evaluation, led to the identification of three consequences mentioned by teachers, including: a) Limiting the teaching time of teachers

"; B) reducing the effectiveness of teachers' activities "; C) "Decrease in the level of honesty in the behavior of some teachers due to the intensification of formal activities and the culture of appearance in educational affairs."

Interviews with interviewed teachers "Focusing on formal activities in matters related to the assessment of students' academic achievement and its possible consequences" were identified as the next misconception. This issue was mentioned by 8 out of 15 teachers interviewed as one of the most important possible consequences of the continuation of the current process of descriptive evaluation. There is a noticeable reduction in the efficiency of teachers' teaching time in the classroom for a variety of reasons; eight of the interviewed teachers believe that in the current process of conducting descriptive evaluation, the main focus is on formal matters. This has led to not only not making optimal use of limited educational opportunities and hurting students, but also other consequences such as reduced honesty in the behavior of some teachers due to the intensification of formal activities and the culture of appearance in educational affairs. N. In this regard, paying attention to the points mentioned by several teachers can reveal part of the perceived reality.

"Fancy and luxurious work like filling out checklists and forms has increased, but it does not help the children and has only increased the teacher's trouble. I'm mentally tired of this useless work, but there is no way out"

R: Incomprehensibility of evaluation items:

The grade list, which was the final assessment tool in the previous assessment process, has now become an academic evaluation sheet or checklist with a specific grade and a number of items for each grade. After providing the teacher's written feedback on each lesson, the feedback that has the highest number as the average, or the final feedback of that lesson is specified and recorded in the student transcript.

"In the end-of-semester checklist, they determine the cats themselves. The items are very general. Basically, writing and writing. Well, when I have a student who has difficulty reading you, but listens well and speaks well, remember what I know because he has two of them. "My student's writing skills are strong essays with you, but his spelling is weak".

Table 1. Summary of teachers' experiences of implementing a qualitative-descriptive evaluation plan

Axial category	The main category	Indicator
Representation of qualitative-descriptive evaluation experience in primary schools	Teachers, Students, ...	Lack of accurate information about the educational status of students
		Poor upbringing of students with insufficient literacy levels
		Reduction of deep and significant learning in descriptive evaluation
		Increasing psychological and physical pressure on teachers
		Lack of time and difficulty in completing descriptive evaluation
		Prefer quantitative evaluation over evaluation of students' learning
		Lack of teacher training and support in the field of descriptive quality evaluation plan
		Students' distraction when evaluating
		Lack of space, facilities, and educational materials
		Decreased teachers' enthusiasm for educational activities due to the lack of a proper mechanism to identify hardworking teachers from other teachers
		Decreasing the position of teachers in school, especially with parents and students, and as a result, their ineffectiveness in the teaching process
		Problems in implementation due to the increase in the volume of activities
		Inadequacy between the available facilities and the requirements required in the evaluation
		Disproportion of the number of students in each class to the class standard per capita
		Uncertainty of the concept and results of qualitative-descriptive evaluation
Focus on formal activities related to the evaluation of students' academic achievement and its possible consequences		

Discussion and conclusion

This study was conducted to analyze the perception and lived experience of teacher's current situation descriptive evaluation in primary school. The findings of this study indicate the experience of teachers in dealing with this phenomenon and its many problems in the education and training of students. According to the extracted components, 16 indices were extracted. According to these results, it can be said that the issues experienced and understood by teachers have different factors involved in evaluation and can make this evaluation difficult.

For about 20 years, the discussion of qualitative-descriptive evaluation in the education community has begun with intensity and warmth. The discourse of qualitative-descriptive evaluation has become the dominant discourse, but the main and serious

problem that exists in this field (except for the number of students, classes, parents, etc.) is the disagreement of experts and the views of teachers who evaluate qualitative-descriptive evaluation. They theorize and model as well as implement.

Unfortunately, there is no accurate, clear, and correct idea of what qualitative-descriptive evaluation is in the minds of teachers and evaluators. This is one of the major problems, in fact it can be said that the rest of the problems are subject to this. Therefore we see that both in-service courses and in workshops and various topics are all focused on the margins (what is a portfolio, how to fill out a checklist and how to complete a resume, etc.) and they pay less attention to the main point (nature and essence of qualitative evaluation and what it is). This does not mean that they are not important, but it does mean that when qualitative-descriptive evaluation is not properly understood, we cannot

use these tools in a timely and correct manner. The views of the teachers participating in the study contain points that are harmful to ignore. And the revision of this plan is felt more than ever. In the following, the dimensions, and angles of the weaknesses of this plan will be interpreted.

Reflection on the teachers' point of view shows that the educational status of the students in this project is uncertain and they do not have a sufficient level of literacy. According to teachers, the qualitative-descriptive evaluation plan causes academic failure, promotes illiteracy and reduces motivation among learners. Which is consistent with the results of Adibmanesh (2019) and Salehi, Bazargan, Sadeghi and Shokoohi Yekta (2014), Mohebbi Amin and Saberi (2019) and Afzalkhani and Tajik (2020). Lack of accurate evaluation of students' learning and emphasis on more acceptance statistics has caused the quality of learning and their mastery of learning to be ignored and the lack of accurate and coherent mechanism has led to incorrect assessment of students' abilities. And the consequences are a decline in student performance, ostentation, and distrust. Teachers should familiarize students with the objectives of each department, articulate appropriate educational expectations, and properly assess student performance. Awareness of educational criteria and expectations improves students' performance (Hamed, 2016). Hassanzadeh Palkouei and Salehi (2017) consider one of the disadvantages of descriptive evaluation as reducing productive stress reduction, which is the reduction of constructive competition and effort, motivation for progress and reduction of deep learning in students, and finally academic decline and low- Has led to literacy. When the goal is to completely eliminate the students' stress and they have no stress and the evaluation criteria are very general, they do not listen to the teacher and this, while shaking the position of teachers, increases the ground for disobedience, decreases performance. Provides education and reflective expectations of students and parents.

One of the primary goals of the qualitative-descriptive evaluation plan was meaningful learning. However, teachers consider the reduction of significant learning as one of the disadvantages of descriptive qualitative evaluation, which is consistent with the results of Adibomanesh (2019). However, assessment and learning are deeply related. But the experiences of teachers show that students are confident in their promotion to higher education levels. Also, the high volume of materials and lack of time and facilities have caused a lack of attention and meaningful and profound learning. Students' distraction in the classroom is another result of qualitative-descriptive evaluation. The large number of students and the type of assessment are some of the reasons for this. Students are not the same in terms of level and this type of assessment is done by many components and takes the structure of the classroom from the students, the teacher interacts with the students and the students with each other and the participation that in teaching, it causes distraction and lack of concentration of students.

Increased psychological stress on teachers in descriptive evaluation Due to the large volume of this type of evaluation, curriculum and expectations of the system and parents in various studies (Hamed, 2016; Adiboumanesh, 2019; Afzalkhani and Tajik, 2020) have been reported. Due to the large volume of materials and textbooks and the descriptive evaluation process and the expectations of the educational system, a lot of psychological pressure is imposed on teachers, which will result in their exhaustion. Teachers' experiences show that lack of time and time is one of the problems of performing qualitative-descriptive evaluation (Adibomanesh, 2019; Zamani Fard, Keshtiarai and Mirshah Jafari, 2010 and Afzalkhani and Tajik, 2019; Hamed, 2016) Lack of time Due to the high volume of course materials and various aspects of descriptive quality evaluation, many parts of this type of evaluation have been ignored. It will take a long time to review the workbook and provide feedback.

Preference for quantitative evaluation by students and parents is another issue related to descriptive evaluation that is consistent with the results of Mohebbi Amin and Saberi. Parents and students, due to their lack of familiarity with the descriptive evaluation process and the necessary understanding of it, tend to the teacher to give feedback using quantitative data and quantitative continuum, so teachers in practice due to the many problems in this There is a context, including a lack of understanding of elementary students due to not reaching the formal stage and lack of facilities and time, in practice may turn to the same quantitative assessment and turn it into a descriptive performance. Teachers' experiences show that the education system does not provide the necessary training and support for teachers, the research of Birmipoor (2010), Khazaei, Gholam Hosseini and Samadi (2017) and Hamed (2016) confirms this. Descriptive evaluation problems include lack of human resources (class population and parental illiteracy), material facilities (checklist, classroom area) and support facilities (tutor, in-service courses and quality of courses). Has done. Appropriate context, empowerment and education, systematic view of the implementation of communication plans and strategies require more efforts. Also, appropriate in-service courses and incentive mechanisms should be created for teachers.

Decreased teacher's motivation and decline the position of teachers is one of the important problems of descriptive evaluation. Based on the interviews, a decrease in the position of teachers in the school, especially among parents and students, and as a result, their ineffectiveness in the teaching process was inferred. Decreasing the status and dignity of teachers among students will have consequences such as disorder, disobedience and lack of attention. This puts extra pressure on teachers and is in line with Hamed (2016) research in this regard. Salehi et al. (2015) found in their research that descriptive evaluation has reduced teachers' enthusiasm for educational activities and reduced teachers' position. According to teachers, descriptive

evaluation has created a mentality in students that practically nothing is in the hands of teachers, and this has had a devastating effect on the teaching-learning process and has led to a decline in the teacher's position in the centralized education system among students and parents. Teachers should be given more authority in descriptive evaluation, and the education system should not ignore the existing realities in promoting students to higher levels, should not have incorrect requirements from teachers, and should provide the necessary conditions for the promotion of teachers. The feeling of being ignored by teachers' efforts and not paying attention to the difference in their performance has created a kind of confusion and negative energy in them.

Another disadvantages of descriptive qualitative evaluation are the large number of students and the inadequacy of the required facilities and requirements which are consistent to (hasani 1396) and Hamed (1395). Lack of space and necessary facilities, large number of students, lack of space for assessment tools and folders, etc. are major disadvantages and have made assessment difficult. When these facilities and tools that are necessary for efficient evaluation do not exist, the evaluation work will be practically descriptive qualitatively. The lack of coordination between the nature and the requirements of the implementation shows that this project has been done in a hurry, without a comprehensive review and careful feasibility study.

The items considered in the descriptive qualitative evaluation forms are not very consistent with the concepts presented in the textbook from the teachers' point of view and in some courses the number of items is more or less and incomprehensible and the concept of lack of evaluation results, teachers Has difficulty evaluating. And student reality is not accessible in assessment. Which is consistent with the results of Savari and Nisi (2014) and Adibomanesh (2019) and Afzalkhani and Tajik (2020). Elementary students have not yet reached the formal stage of Piaget, and descriptive evaluation in the form of

formal concepts is difficult for students and even parents to understand. In a little grading, this perception was simpler, and more clarity was given to the students' situation. By holding workshops, this perception of descriptive qualitative evaluation can be facilitated for teachers, students and parents (Khasali et al., 2015).

Focusing on formal activities limits teachers' teaching time, reduces the effectiveness of teachers' activities, and reduces the level of honesty in the behavior of some teachers due to the intensification of formal activities and the culture of appearances in educational affairs. There is a noticeable reduction in the efficiency of teachers' teaching time in the classroom for a variety of reasons; the interviewed teachers believe that in the current process of conducting descriptive evaluation, the main focus is on formal and visual matters. This has led to not only not making optimal use of limited educational opportunities and hurting students, but also other consequences such as reduced honesty in the behavior of some teachers due to the intensification of formal activities and the culture of appearance in educational affairs.

There are reports from many teachers that other parents are no longer interested in checking their child's education; Because as soon as a person is not rejected, it is enough; Because they are satisfied with these descriptions and do not have a proper understanding of the method. The teacher has become a reporting machine and has to report regularly for each student but has to explain to each parent what it means to be good. Is it really good?

Finally, it seems that this program needs a general overhaul, and that descriptive evaluation methods need to be modified to increase their effectiveness because it is incomprehensible to both parents and students. This method should be such that students can be graded. Increase the motivation of both weak and strong students to work harder. This method should be such that the interference of principals in manipulating the actual results is avoided so that the teacher's self-esteem and credibility are not questioned.

Ethical considerations

During the implementation of this research and the preparation of the article, all national laws and principles of professional ethics related to the subject of research, including the rights of statistical community, organizations and institutions, as well as authors and writers have been observed. Adherence to the principles of research ethics in the present study was observed and consent forms were consciously completed by all statistical community.

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