

## Review Article

# ALTERNATIVE ASSESSMENT TOOLS IN THE ACADEMIC ACHIEVEMENT PROGRESS OF FIRST GRADE HIGH SCHOOL IRANIAN STUDENTS

HOSSEIN KHEDRI <sup>1\*</sup>, ALI ASGHAR BAYANI <sup>2</sup>, HOSSEIN FAKOURI HAJI YAR <sup>2</sup>, HASAN SAEMI <sup>2</sup>

<sup>1</sup> PhD Student in Curriculum Planning, Department of Education, Azadshahr Branch, Islamic Azad University, Azadshahr, Golestan, Iran.

<sup>2</sup> Department of Educational , Azadshahr Branch, Islamic Azad University, Azadshahr , Golestan , Iran.

Corresponding author: Hossein Khedri,\*Email: khedri485@yahoo.com

Received: 10 Aug 2020 Revised and Accepted: 26 Nov 2020

### ABSTRACT

In recent decades, the way students evaluate their academic achievements has attracted the attention of many authorities. The purpose of this study was to explore alternative assessment tools for evaluating academic achievement of first grade students. This study was conducted using a qualitative approach and content analysis method. Twenty participants were purposively selected from among first-time successful secondary school teachers and teachers and were semi-structured with open-ended questions. Information was analyzed by content analysis method in three steps of open, axial and selective coding. Findings were extracted around the tool-axis including 99 code words and 7 axial categories, and time and goal, criterion of validity and validity as the central variable. According to the findings, evaluating academic achievement in the early middle ages in our country faces a great challenge, especially in the measurement tools, which necessitates the attention of teachers and the knowledge of alternative measuring tools in the evaluation of academic achievements.

**Keywords:** Tool, Evaluation of academic achievement, Alternative measurement , First high school, Iran

© 2020 The Authors. Published by Advance Scientific Research. This is an open-access article under the CC BY license (<http://creativecommons.org/licenses/by/4.0/>)  
DOI: <http://dx.doi.org/10.22159/jcr.07.01.01>

### INTRODUCTION

Many learners, because they do not experience feedback effectively, do not know how to behave, and therefore find the feedback processes problematic, thereby trying to better understand teachers' oral feedback. Individuals who received verbal and verbal feedback also perceived better, higher quality, and more useful content than did recipients of feedback. In this study, learners' scoring criteria based on data planning; training and Learning - evaluation, feedback and professional judgment - reflection on teaching and evaluation of the impact of education (Hopfenbeck, 2020). According to a 2006 report by Margaret Spellings, evaluating student learning is one of the most important priorities for future education. In other words, we do not know whether students are learning? What do they learn? And how do they apply what they have learned? However, leaders in evaluation suggest that qualitative approaches are a great tool for evaluating students and supporting them better than trying to improve learning (McGavin et al, 2007). Parametric assessment in the classroom by the teacher, including the types of assessments used, how they affect students, how they influence students, and others. The task of a good evaluation method is to involve most learners in good learning (Gips and Simpson, 2009).

In addition, evaluation is a key feature of education and curriculum. Evaluation helps students understand what they are learning and what they are learning. Therefore, the right focus on improving assessment methods has a great impact on students' learning quality. Evaluation plays an important role in promoting learning and certification. If the student fulfills the educational goal, he / she performs high quality work (Boud, 2007).

Also, evaluation of academic achievement is an interactive process of learning with a teacher in which the teacher becomes aware of the students' learned and untrained information (Veldhuis et al, 2014).

An evaluation tool always has the same goal of answering questions about the person or curriculum being evaluated. In addition, all evaluation tools use data collection and subsequent decision making as the primary strategy (Abdo, 2017). Because, one of the major challenges for teachers is to create a learning environment in the classroom for students to understand the skills and understanding they need to have a good understanding of their students' current situation. (Veldhuis et al, 2014). Therefore, the teacher should have a good understanding of the assessment tools of the academic achievement. The teacher should not only be aware of the current success or failure, but also use the various assessment methods to make her students more successful. Improvement to increase educational quality (Elstad et al, 2017). Improving the educational quality of both is at the heart of improving the results of all students. However, researchers and professional educators have found a lack of common tools to measure classroom performance (Grossman et al , 2010). The golden principle in new approaches, therefore, is evaluation for learning; nine evaluation of learning. Motivates and provides positive and incremental feedback from the memory on a continuous and step-by-step measurement of its alternatives (Block and Etal, 2002). In addition, formal evaluation has a significant impact on student achievement success, but requires the conceptualization of constituent evaluation 'learning for learning' as the integration of constructive strategy. Attending new classes is motivated by teachers with learning-dependent beliefs and formative assessment that are possible. Conscious support, by facilitating the understanding of teacher theory and practice, is critical to achieving these goals and overcoming their implementation problems (Andersson and Palm, 2018). On the other hand, according to Facione and Facione (2006), the first intermediate period is one of the most important educational courses. Hosting has been associated with the assumption of large responsibilities by entering the higher education centers of big responsibilities (Alipour, 2017).

Therefore, the use of traditional methods of measurement in schools has long been criticized and tried to replace other methods. According to Woolfolk (2004), Traditional methods require students and students to answer questions that they will never have to face again. They want to do this work alone. The real issues are not the same. Solving important issues requires time and often requires the use of resources, consultation with one another, and a combination of basic skills, creativity, and high level thinking. (Faghihi and Heydari, 2014). In other words, among the most important of the effects of the traditional approach to evaluation, the disconnect between higher educational and educational goals and the specific goals due to some characteristics, psychological traits, and student characteristics such as autism, autism, depression. Similarly, specific social and cultural effects such as early school leaving, education, dismissal, and organization have also led to the formation of a widespread and long exam system (Ahmadipour and Sheikh Zadeh Takabi, 2018). Therefore, according to Adnell et al (2007) Alternative measurement methods are those that have been suggested in place of traditional methods of measurement, especially closed response methods, and alternative measurement is a generic term that is termed different from traditional methods. Alternative measurement tools are the actual measurement of "genuine measurement" (Saif, 2018).

Research shows that general practices related to evaluation form the 'learning to evaluate' that can facilitate education. To develop and realize the maximum use of formative evaluation, one must focus on the concept of specific approaches, processes, and methods in specific content areas. If we want the majority of teachers to become formative evaluation experts. Existing system approaches should collaborate as part of a comprehensive system at all stages to facilitate learning (Bennett, 2011). While it has been generally stated that increasing use of formative assessment leads to quality education, they often believe that the pressure from external examinations of student learners in schools to improve outcomes impedes the use of formative evaluation (William et al, 2010). Formative evaluation has enhanced the practice and policy of international practice. Evaluation of learning is characterized by the information used to inform learning and teaching. Such a focus is largely on learning and independent learners are constantly engaged. Therefore, there should be a specific time period, stakeholders, the role of students and such a relationship between student and teacher, and the focus of learning in the specific process, but all of these may not necessarily be formal evaluation features because valid evaluation methods for Learning is different (Swaffield, 2011). Authentic evaluation is one of the standards for mastering learning goals for promotion to and from the next school year, and this depends on the school and district of the student and whether such teachers are decisive in appropriate external evaluation, and the teacher determines when to take the student to the next level. To achieve the learning objectives of the respective course (Broderson and Randel, 2017). In other words, valid and validated assessment enables the learner to improve aspects of their teaching and learning principles and to use them best in the learning process (Tan & Towndrow, 2009). Therefore, validated evaluation motivates the student to learn how to learn. Such a learner approach becomes an active, risk-taking person who is most likely to benefit from teaching. The curriculum, the teaching method and the evaluation method form three sides of a triangle. Each side of this triangle is an important pillar of learning and education. How to teach? And how do we evaluate the result? " These three pillars are in dynamic interaction with each other (Rastegar, 2004), As can be seen in figure 1.

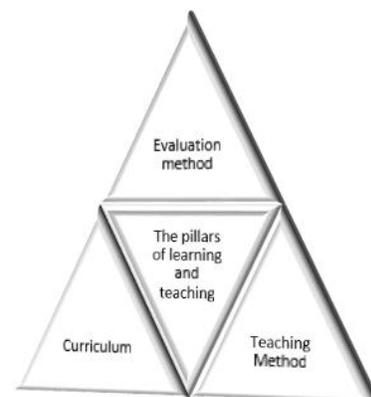


Figure 1- Learning and training elements

Also, Shagginess (2004) found the key elements of effective education include: a) Outside the discussion of the purpose of the student, the teacher's understanding of what the student is feeling is limited to the student's idea or subject, and that is where teachers are assessed for evaluation; They need good ways; b) they like fun and practical students for their growth; c) no way is the best, but teachers need to know their students, discover their strengths and respect how they learn. they take.

Formal evaluation, therefore, has a significant impact on student achievement success, but requires the conceptualization of constituent evaluation as integral to constructive strategy. Participation in new curricula is motivated by teachers with learning-based beliefs and evaluation that form the basis of 'evaluation for learning'. Conscious support through facilitating understanding of the theory and practice of the teacher to achieve these goals and to overcome performance problems They are important (Andersson & Palm, 2018). However, repeated evaluations in which symptoms or scores are given have a negative impact on learning motivation and are critical for lifelong learning readiness (Crick and Hardlen, 2003). Such assessment that students do not focus on encouraging, rather than learning and mastering, LG aims to pass a test score is good (Nicole and Disk, 2006). To use the instructional formative evaluation approach, having a good teacher ethics for student support is critical (Sutton, 2012).

Check out some of the research done including: The usefulness of online exams in learning conditions, Karaman (2011); Untrustworthiness of traditional tests and practices as the sole evaluation tool and such a project approach as one of the methods for evaluating students' academic achievement worldwide and in addition to the practical tests of a real-world assessment tool, Santrock (2011); Using real-world assessment techniques to improve students' self-teaching in real-time, as well as real-time assessment by identifying strengths and weaknesses and by providing opportunities to close the gap in student learning by Secretaries, Chappuis & Chappuis (2012) 'Improving Student learning Performance by Implementing Combined evaluation techniques in the Classroom, William et al (2010); Self-efficacy with teacher and peer feedback to improve student performance, Nicole and Disk (2006) , Reinholz (2015); The Impact of Peer reviewing on Understanding Students' Cognitive Processes, Nicole et al (2013); Peer assessment with teacher evaluation Method, Topping (2009); Class Observational assessment as Part of training to Support and increase Student learning, veldhuis et al (2013); Group participation is a way of engaging students in the learning process and in the rapid growth of students' digital literacy and the widespread development of online tools, Biggins et al (2015); The effectiveness of Computerized focused feedback techniques "Like Video Feedback, Audio Feedback, Multi-Feedback" by Learners, Chong (2019); Obtaining valuable Information and Overall valuation from Video Surveys, Murphy and Barry (2015); Providing Successful Students with Comprehensive and Reliable evaluation, Boud (2008). Choosing appropriate evaluation Techniques at different Levels

for Success and discovering Individual differences between Students, Tain and Sun (2018);Applying constructive and developmental evaluation instead of short evaluation to improve student learning, Riberio and Flores (2016);The role of real assessment as a motor Driven Student in Learning, Jessop and Thomas (2016);Teachers' Use of evaluation as bridging the Gap between learning Goals for Academic Achievement by Students, Tong and Legionatan (2016);Academic achievement by applying Constructive evaluation methods, Andersson & Palm (2018);Improving the Quality of teaching by teaching Testimonials and Assignments of Classroom, Joyce et al (2018)It points to the importance of the subject. In recent decades, Iran has emphasized the role of evaluation in students 'academic achievement in the national curriculum, but some teachers' lack of awareness of alternative evaluation tools has led to the continuation of traditional methods of evaluation in primary school.

Thus the emergence of the national curriculum, standardized tests, countless projects, and so on has not yet fully established the desired education system. It is worth noting that accepting the necessity of change is not sufficient, because if the type and style of design Implementing and optimizing change is not smart, it will be difficult (Biramipour et al, 2012). Therefore, evaluation of academic achievement is of particular importance. Because it is important to know why we need to evaluate, what to evaluate, what techniques and methods to use in evaluating. Who to Evaluate and How to Use evaluation Results to Improve Our teaching activities (Tain & Sun, 2018). If the weaknesses and weaknesses of the program are not revealed in a timely manner, they will gradually become a bigger problem and will not be easily solved (Maleki, 2011).Evaluation is also sometimes carried out by teachers in the same way, but it is quickly criticized for using an evaluation method to achieve different goals, depending on the bureaucracy (Wieviorka, 2011).

What illustrates the reality of the current situation of the first intermediate course is the important challenge of teachers in creating an appropriate classroom learning environment for students to understand the skills and understanding they need to understand their students' current situation. Students should continually collect information on students' academic achievement and this requires their knowledge of alternative ways of evaluating academic achievement in the first intermediate period. Thus, the dramatic developments in the situation of different societies require a re-examination of the question of ways to evaluate academic achievement in Iran's interim period.

- 1) What are the alternative assessment tools in the evaluation of academic achievement in the first Intermediate Period of the Iranian education system?

Given what has been said, this research is important for a number of reasons: new research in its own right; the importance of monitoring and evaluating the activities of both the education and research system; One of the causes of students' academic failure and lack of interest in learning science and the emphasis on developing formative, continuous, and dynamic feedback and effective feedback on the education process; serious and purposeful planning to solve the existing problem of reduction through cognitive tools assessment of academic achievement; imprecise evaluation tools unknown educating teachers - fostering education and training in the country by preventing the development of illiteracy and increasing the skills and expertise of the younger generation - can serve as a message to the upstream authorities to change the curriculum from a centralized to a semi-focused state with a focus on creativity; Aims in selecting appropriate methods and models for evaluating academic achievement.

**METHOD**

This research was a qualitative study that conducted content analysis. Content analysis is a way of presenting a credible and reliable interpretation of the textual literature (Hashimov, 2014). Successful teachers included the first intermediate course. To select participants,

the two criteria for academic qualification were "having sufficient knowledge in the subject of academic progress evaluation" and academic experience "having at least 15 years of teaching experience in the secondary school. education departments were needed. Interview sessions were conducted by the researcher with 20 participants, including 6 lecturers, 10 experts in the field of evaluation of the education departments, and 4 successful intermediate-level editors. Purpose of the study, reason for recording the interview, reassurance about the confidentiality of their information and identities. Necessary explanations were continued. According to birks and Mills (2011) saturation is one of the prominent features of qualitative research and is used to describe when new information is no longer available to the researcher (Bayani, 2016). Interviews lasted from 25 to 60 minutes. Semi-structured interviews were used to gather information.

A systematic approach was used to analyze the information and conceptualize and extract categories. This approach emphasizes the three-step coding procedure of Strauss and Corbin (1998), open, axial, and selective coding (Faraji Deh Sarokhi et al, 2016). In the qualitative content, information is first coded from the participants and then coded without considering the theoretical basis. The process of subtraction and reduction continues, however, to achieve broader categories and may include more partial codes (Creswell, 2012). In this research, the initial coding step was carefully reviewed and coded. The line-by-word researcher reviewed the data verbatim and identified the key concepts in each line or sentence and coded them. In the axial coding step, the extracted codes were The concept of proximity to a common concept is categorized under a specific category. At the selective coding stage, categories were also identified as central variables in the larger categories. In this phase of the research, judgment criterion, time and goal, validity were identified as the central variables. Extract data. The operation was performed manually. To validate the data, four methods of validity, reliability, verification capability and transferability were used. Validation was also used for long-term engagement, observation, continuity, trilogy, peer-to-peer questioning, and member checking. You will also have experience in qualitative research that will be endorsed. For the Czech members, the analysis and categorization of the interviews were also provided to five interviewees who, on the basis of the interview and such experiences, endorsed them. In this study for portability, it is attempted to fully describe all the details of the research, from the sampling to the data collection and analysis process, to avoid confusion. An experienced reviewer was used in the qualitative research to review and confirm the theoretical underpinnings of the process of collection and analysis, resulting in the study's reliability. Implemented texts, notes, analyzed data, study findings, extracted meanings, classifications, details of the study process, initial intention to study, initial proposal, interview question, and access to all details of the study were available.

**FINDINGS**

Open coding, axial coding, and selective coding were used to examine the content of the interviews conducted at the level of micro analysis and conceptual ordering and conceptual ordering. Table (1) open coding, axial coding and selective coding extracted questions:

**Table 1: Interview Content Analysis Results for Academic Achievement Assessment Tools**

Optional coding ( Main Categories )	Axial coding ( Subcategories )	Highlight Coding (Concepts)
According to the criterion of	Comparative	Evaluation to compare students, workbooks or folders, observation behavior, oral exams, relative grading, pluralism, total focusing, reference specificity...

judgment	Depending on educational goals	Evaluation with regard to the course objectives, standards, standards, curriculum, Islamic standards, development, expression of facts, assignments and exercises, individual and group projects, audio tapes, tapes Video, focusing on different aspects, all-encompassing, multi-approaches...
By time and purpose	During the teaching process	Continuous and in-class evaluation, open-ended ways of answering, doing the work, having a process in mind, evaluating at the beginning of the lesson, evaluating to eliminate ambiguities in the teaching process .etc.
	At the end of the course	End-of-course evaluation, reporting, interviewing, testing, qualitative - descriptive...
By credit	Related to the domain of cognition	Building new knowledge, closed response techniques, attention to cognitive and cognitive issues, giving enough explanations, helping students learn and teach...
	Related to the skill area	Functional exams, performance exams, based on a fundamental change document, not having a single point of view, student orientation...
	Related to the domain of attitude	Interaction, participation, respect for humanity, growth of students, attention to scientific and educational competences, nurturing a good student for the society, bringing up the student of God, consideration of monotheistic nature, consideration of ethical issues...

As can be seen in Table (1), 99 open coding concepts, 7 sub-categories based on the thematic similarity of axial coding, and 3 main categories under the Judgment Score, were named based on the weighting of the criteria of selective coding validity. It can be argued that interviewers need to know about alternative assessment tools in evaluating academic achievement in order for the assessor to be able to perform successfully in the field of academic achievement. These tools are described below.

Topic 1: Judging by Criterion

Based on the results obtained from the interviewees :Evaluation to compare students together ,Evaluation based on the goals set in the lesson and ...And the sub-themes and quotations are as follows;

Subcategory 1: Comparative

Some interviewees cited student comparative performance as one of the tasks of evaluating academic achievement tools: *"We said it shouldn't be a nationwide test look "( Interviewee 1); "These problems led them to refine their promotion "(Interviewee 7);" Da Compare the student to himself at different levels "( Interviewee 1).*

Subcategory 2: Depending on educational goals

Some interviewees cited educational goals as one of the tasks of assessment tools for academic achievement. For example, interviewees argued: *"To know students' intentions are intended, we need to use different tools with the learning environment, including Project, Observation Assessment, Performance Testing, Asking ... "( Interviewee 13);" Evaluate Must-Have Training Values ... Assess Alternative Valuation "( Interviewee 2); Evaluation of academic achievement can include performance tests ... work directory ... observation assessment "... paper tests" (Interviewee 4); "for quality evaluation, we must say standard evaluation ... Initial evaluation, open book network, condensation,*

*allocation, participatory, criterion ... and Rummy questionnaire" (Interviewee 6).*

Topic 2: By Time and Purpose

Based on the results obtained from the interviewees :evaluation at the beginning of the lesson ,evaluation to resolve ambiguities in the teaching process, Continuous evaluation during teaching, evaluation at the end of the training course and so on and the sub-themes and quotations are as follows;

Subsection 1: During the teaching process

Some interviewees described conducting assessment during the teaching process as one of the tasks of assessing academic achievement. For example, interviewees believe: *"The tools we use depend on the type of purpose we teach" (Interviewee 16); "Evaluation and its tools happen in one process ... But there are a number of disadvantages that prevent us from using all the tools, such as: the number of students, the inadequate volume of textbooks, and ... These are the things the teacher really can't use all the tools in the classroom "( Interviewee 7); "valuation to be used should be co-rotation ... fits studying, training is placing headings" (Interviewee 2).*

Subsection 2: At the end of the course

Some interviewees cited conducting end-of-course assessment as one of the tasks of assessing academic achievement. For example, one interviewee stated: *"Our new perspectives on education in the field of evaluation, in addition to being productive, can also be part of the end-of-semester exam "( Interviewee 10).*

Topic 3: By credit

Based on the results obtained from the interviewees :Closed response methods ,Repeat methods ,Functional tests, work bag or folder, Observing behavior, doing the work, oral test ,Plan and report, interview ,the experiment ,Homework and tutorials ,Individual and group projects ,Audio tapes, video tapes, Qualitative - Descriptive and ...And the sub-themes and quotations are as follows;

Subcategory 1: Related to cognition

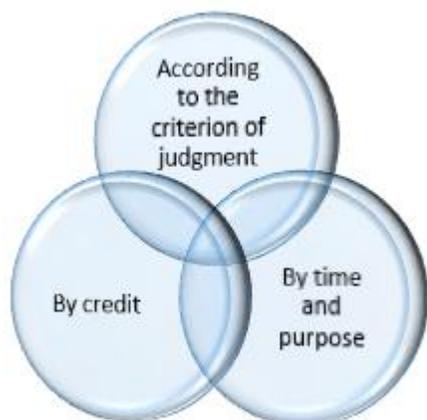
Some interviewees cite cognitive content assessment as one of the tasks of evaluating academic achievement tools. For example, one interviewee argues *"In the forensic, the pencil paper test and the verbal and non-verbal questioning are used in the classroom "(Interviewee 7).*

Subcategory 2: The skill area

Some interviewees cite the measurement of skills-related content as one of the tasks of assessment tools for academic achievement. For example, interviewees believe: *"Given the intrinsic characteristics and characteristics inherent in the early ... The discussion of self-assessment is very important in helping the student to achieve advanced self-assessment "( Interviewee 1);" In the skills section, performance tests can be used, including: written performance tests, Functional Identification Test, Functional Examination in Simulated Situations, and Sample Functional Examination Unfortunately, most teachers use written pencil and paper tests "( Interviewee 15);" use of functional tests, folder evaluation, project, self-assessment, peer review, and so on. (Interviewee 4); Other interviewees mentioned the role of laboratory activities, video production, internet use, telegram channel, video clips, audio tape preparation, interviewing and reporting etc. (Interviewee 11,14).*

Subcategory 3: Related to attitude

Some interviewees cited attitude-related content assessment as one of the tasks of assessment tools for academic achievement. For example, interviewees believe: *"Tools for evaluating attitude-related areas .Can be used including: observational measurement, use of checklists or checklists, use of different grading scales "(interviewee 15);" use of checklists, event logging, grading scales, self-assessment 'Classroom evaluation, parent assessment and observation types are appropriate' (Interviewee 3).*



**Figure 2 - Native model of alternative measurement tools in evaluation of academic progress first high school**

It should be noted though that there has been no new research in different validation stages, so it can be said that coding, extracted results and formulated models are highly reliable.

## DISCUSSION AND CONCLUSION

This study was designed to explore alternative measurement tools in evaluating early intermediate academic achievement. The findings showed that the evaluation tools of the first intermediate period academic achievement including judgments including comparative, based on educational goals; based on time and purpose included during the teaching process, at the end of the course; based on cognitive-related validity, In the skill area, it is related to the attitude area. So doing the functional tests, folder evaluation, Observational measurement, Self-assessment, peer-reviewed, Giving individual and group projects, Doing the interview, Doing oral tests, Listen to the audio tapes, See and hear recorded video tapes, While doing the work, Study assignments and tutorials, When testing, checking designs and reports, Qualitative and qualitative evaluation ... As alternative measurement methods with research focusing on the quality of evaluation Practices by teachers, Bell et al (2018); Contributing to lifelong learning through validated evaluation and understanding and applying multiple intelligences Gardner, Landers (2018); Evaluating the Impact of technology on query learning and Performance observation, Tawafak et al (2018);

Teachers' Understanding of the evaluation System Implementation, Elliott (2015);

Individual growth by Performing a Portfolio Performance assessment, Kaur et al (2015);

Alternative knowledge valuation, Skills and attitudes beyond a tool for performance assessment, Passeri et al (2015); Academic achievement, Enhanced Interaction, More accurate and practical feedback, Improving cortical thinking skills, and creating alternative and Continuing assessment learning, Cirit (2015); Provide opportunities for exam completion and immediate feedback from practice with online exams, Jine Lin et al (2011); Using multi tools to meet all needs bike gad, Shabanpour Omali and Ebadi Jamkhane (2018); Implementation of Qualitative and Multi-instrumental Evaluation for comprehensive evaluation, Ebrahimi and Hesami (2016); Teaching homeworks as a method of evaluation, Shivandi Chaliche et al (2016); The effect of Using the workbook on reducing Test Anxiety and Increasing Self-Esteem, Badali et al (2015); Considering evaluation methods for each learning area, Ajdari et al. (2011); Folder based on assessment of effort, Achievement, and Academic Achievement, Safavi (2016); Activating and Independent Student loading using folder, Namvar et al (2011); Multiple evaluation Strategies' Oral evaluation, Laboratory evaluation research

Evaluation» As educational evaluation tools for fair supervision, Hojjati et al (2018); Focusing on qualitative-descriptive evaluation rather than quantitative approach, through attention to curriculum and educational criteria, to the depth and quality of student learning, Mohaghegh Moayyan (2004); Qualitative-descriptive evaluation is not a new approach, but rather an evolutionary evaluation with a descriptive feedback approach and a more complete version of master mar, Ebadi et al (2014); Correspond. But what can be seen does the opposite. There seems to be a lot of flaws in school and if teachers of assessment tools and methods replace evaluating academic achievement in this course, they will certainly be revising how students are evaluated. Therefore, the developed model of assessment tools and methods can be concluded. Early Intermediate Academic Assessment, which has been successful with content analysis based on the views of experts, experts, and teachers, is a comprehensive model and teachers can use it as a reliable model in early middle schools. Must be strong Future facts will be taken into account. Among these limitations can be mentioned the way of conducting the research with a qualitative approach, the lack of successful editors, the difficulty of identifying qualified individuals, the inability to attend interviews, and so on.

## Thank you

We are grateful for the hard work of all the experts, experts and teachers who contributed to the implementation of the Early Intermediate School Principles and to the better evaluation of their academic achievement.

## REFERENCES

1. Andersson, C., & Palm, T. (2018). Reasons for Teachers' Successful Development of a Formative Assessment Practice Through Professional Development – a Motivation Perspective. *Assessment in Education: Principles, Policy & Practice*, 25(6), 576-597. doi:10.1080/0969594x.2018.1430685.
2. Abdo, H. (2017). Lessons Learned from a Comprehensive Teacher Evaluation System: An Instrumental Case Study. 1-250. doi:10.5935/2238-3182.20160079.
3. Alipour, Vahideh. (2017). Qualitative Assessment of Critical Thinking Barriers in Secondary Education Curriculum from the Perspectives of Curriculum Specialists. *Quarterly Journal of Qualitative Research in Curriculum Planning*, 3 (1), 109-126.
4. Ahmadi Pouri, Younes; Sheikhzadeh Takabi, Rana. (2018). Comparison and Evaluation of Quantitative and Qualitative Assessment. *Quarterly Journal of Psychological Studies and Education*, 3 (3), 59-73.
5. Ajdari, Marzieh; Mousa Pour, Nematallah; Sadral Ashrafi, Massoud. (2011). Evaluation of Physics Lesson 3 Program and Theoretical Intermediate Course Lab in Tehran High Schools. Master's Degree in Educational Research. School of Psychology and Education. Tehran Teacher Training University.
6. Block, M. Etal, E. (2002). Coping with conflicting demands: Student assessment in Dutch primary school. *Studies in Educational Evaluation* 188-177 ·28 .
7. Bell , C.A., White, R. S., & White, M. E. (2018). A System's View of California's Teacher Education Pipeline .Getting Down to Facts Old Dominion University:1-90, doi:10.1016/j.tate.2017.01.007.
8. Brodersen, R. M & Randel, B. (2017). Measuring student progress and teachers' assessment of student knowledge in a competencybased education system. U.S. Department of Education. Institute of Education Sciences. National Center for Education Evaluation and Regional Assistance. <http://ies.ed.gov/ncee/edlabs>.
9. Boud, D. (2007). Rethinking Assessment in Higher Education. doi:10.4324/9780203964309.
10. Boud, D. (2008). How Can Practice Reshape Assessment? *Assessment, Learning and Judgement in Higher Education*, 1-15. doi:10.1007/978-1-4020-8905-3\_3.

11. Biggins, D., Crowley, E., Bolat, E., Dupac, M., & Dogan, H. (2015). Enhancing University Student Engagement Using Online Multiple Choice Questions and Answers. *Open Journal of Social Sciences*, 03(09), 71-76. doi:10.4236/jss.2015.39011.
12. Bennett, R. E. (2011). Formative assessment: a critical review. *Assessment in Education: Principles, Policy & Practice*, 18(1), 5-25. doi:10.1080/0969594x.2010.513678.
13. Bayani, Ali Asghar. (2016). *Quantitative, Qualitative and Mixed Research Methodology*. Jaladavol. Islamic Azad University Press and Publishing Organization, Islamic Azad University, Azadshahr Branch.
14. Biramipour, Ali; Sharif, Mostafa; Mirshajafari, Seyed Ebrahim and Moulavi, Hossein. (2012). An analytical review of descriptive qualitative evaluation in primary schools of the country and providing a theoretical framework for its proper implementation. Doctoral Thesis, Faculty of Educational Sciences, University of Isfahan.
15. Badali, Mehdi ; Seraji, Farhad ; Mehraban, Javad and zibaparcham, Shahin. (2015). The Effect of Using an Electronic Cover on Students' Anxiety and Self-Esteem. *Journal of Educational Psychology*. 10 (32), 95-114.
16. Creswell, J.W. (2012). *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research* (4th Ed). Boston: Pearson. ISBN-13: 978-0-13-136739-5.
17. Chappuis, S., & Chappuis, J. (2012). The Best Value in Formative Assessment. *Leadership: Implementing the Common Core State Standards Module 3. Educational Leadership*, 65 (4): 14-19.
18. Chong, S. W. (2019). College students' perception of e-feedback: a grounded theory perspective. *Assessment & Evaluation in Higher Education*, 44(7), 1090-1105. doi:10.1080/02602938.2019.1572067.
19. Crick, R.D., & Harlen, W. (2003). Testing and Motivation for Learning. *Assessment in Education: Principles, Policy & Practice*, 10(2), 169-207. doi:10.1080/0969594032000121270.
20. Cirit, N.C. (2015). Assessing ELT pre-service teachers via web 2.0 tools: Perceptions toward traditional, online and alternative assessment. *Turkish Online Journal of Educational Technology*, 14(30), 9-19. doi:10.14742/ajet.4711.
21. Elstad, E., Lejonberg, E., & Christophersen, K. A. (2017). Teaching evaluation: antecedents of teachers' perceived usefulness of follow-up sessions and perceived stress related to the evaluation process. *Teachers and Teaching*, 24(3), 281-296. doi:10.1080/13540602.2017.1399873.
22. Elliott, K. (2015). Teacher Performance Appraisal: More about Performance or Development? *Australian Journal of Teacher Education*, 40(40). doi:10.14221/ajte.2015v40n9.6.
23. Ebadi, Seyed Hossein; Jahfari Harandi, Reza and Karamaliyan, Hassan. (2014). Evaluation of the Problems of Performing a Descriptive Quality Assessment from the Viewpoints of Elementary School Teachers and Principals. Ph.D. Journal of Isfahan Modern Educational Approaches. 2(8), 73-92.
24. Ebrahimi, Masih and Hessami, Seyed Karim. (2016). Standardization, Effectiveness, and Comparative Comparison of Evaluation Patterns by Providing a Comprehensive Evaluation Model. *Qualitative Standard Management Journal* 3 (18), 50-56.
25. Faraji Deh Sorkhi, Hatam ; Arasteh, Hamid Reza ; Nave Ebrahim, Abdoll Rahim and Abdollahi, Bijan. (2016). Identification of PhD Students' Acceptance Criteria. *Quarterly Journal of Research and Planning in Higher Education*, 21 (4), 71-97.
26. Faghihi, Alireza and Heidari, Mojtaba. (2014). *Educational Design (Emphasis on Authorial Approach)*. First Left. Tehran: Kourosh Publishing Institute Print.
27. Grossman, P., Loeb, S., Cohen, J., Hammerness, K., Wyckoff, J., Boyd, D., & Lankford, H. (2010). Measure for Measure: The relationship between measures of instructional practice in middle school English Language Arts and teachers' value-added scores. doi:10.3386/w16015.
28. Gibbs, G., & Simpson, M. (2009). The Impact Of Training Of University Teachers on their Teaching Skills, their Approach to Teaching and the Approach to Learning of their Students. *Active Learning in Higher Education*, 5(1), 87-100. doi:10.1177/1469787404040463.
29. Hashimov, E. (2014). *Qualitative Data Analysis: A Methods Sourcebook and The Coding Manual for Qualitative Researchers*. *Technical Communication Quarterly*, 24(1), 109-112. doi:10.1080/10572252.2015.975966.
30. Hopfenbeck, T. N. (2020). Making feedback effective? *Assessment in Education: Principles, Policy & Practice*, 27(1), 1-5. doi:10.1080/0969594x.2020.1728908.
31. Hassani, Mohammad. (2009). *A Guide to Conducting Descriptive Quality Assessment in the Classroom*. Tehran: Abed Publications.
32. Hojjati, Seyed Abdollah; Yarmohammadyan, Mohammad Hossein; Kashti Ara, Narges. (2018). Designing an Appropriate Model for Assessing Academic Achievement in Technical and Engineering Departments Based on the Experiences of Professors and Students. Ph.D. *Journal of Isfahan Educational Nodresearch Approach*. 2( 8), 321-338.
33. Jessop, T., & Tomas, C. (2016). The Implications of Programme Assessment Patterns for Student Learning. *Assessment & Evaluation in Higher Education*, 42(6), 990-999. doi:10.1080/02602938.2016.1217501.
34. Joyce, J., Gitomer, D. H., & Iaconangelo, C. J. (2018). Classroom Assignments as Measures of Teaching Quality. *Learning and Instruction*, 54, 48-61. doi:10.1016/j.learninstruc.2017.08.001.
35. Jin Lin, M., Jee Goo, Ch., & Hsu, Ch. (2011). The Design and Development of a Context-Rich, Photo-Based Online Testing to Assess Student s' Science Learning, *US-China Education Review*, 1, 22-30. doi:10.1520/stp27014s.
36. Kaur, S. S. C., Abdul Samad, A., Hussin, H., & Sulaiman, T. (2015). Developing a Portfolio Assessment Model for the Teaching and Learning of English in Malaysian L2 Classroom. *English Language Teaching*, 8(7). doi:10.5539/elt.v8n7p164.
37. Landers, J.D. (2018). *Traditional Versus Nontraditional Instructional and Assessment Differences in 8th-Grade History/Social Science Achievement*. Walden University. Walden Dissertations and Doctoral Studies: 1-96. doi:10.1017/s0963926818000494.
38. Murphy, K., & Barry, S. (2015). Feed-forward: students gaining more from assessment via deeper engagement in video-recorded presentations. *Assessment & Evaluation in Higher Education*, 41(2), 213-227. doi:10.1080/02602938.2014.996206.
39. Mohaghegh Mohayyan, Mohammad Hassan. (2004). Evaluation Pre-pilot implementation of the descriptive evaluation plan. Research Report, Office of Educational Evaluation, Deputy of Public Education, Ministry of Education
40. Maleki, Hassan. (2011). Ninth Edition. Tehran: Aram Publications.
41. McGavin, C. M., & Kezar, A. J. (2007). Using qualitative methods to assess student learning in higher education. *New Directions for Institutional Research*, 2007(136), 69-79. doi:10.1002/ir.232.
42. Nicol, D., Thomson, A., & Breslin, C. (2013). Rethinking feedback practices in higher education: a peer review perspective. *Assessment & Evaluation in Higher Education*, 39(1), 102-122. doi:10.1080/02602938.2013.795518
43. Nicol, D. J., & Macfarlane-Dick, D. (2006). Formative assessment and self-regulated learning: a model and seven principles of good feedback practice. *Studies in Higher Education*, 31(2), 199-218. doi:10.1080/03075070600572090.
44. Namvar, Yusuf; Rastgou, Ahzam; Abolghasemi, Abbas and Saif Derakhshandeh, Saeed. (2011). A Comparative Study of the Effectiveness of Performing Qualitative-Descriptive and Traditional Assessment on Social Skills of Elementary Students. *Educational Science* 3, (12), 143-152.
45. Passeri, S., Li, L. M., Nadruz Jr., W., & Bicudo, A. M. (2015). Medical Students Progress in the Practice Assessment of Knowledge, Skills, and Attitudes. *Creative Education*, 06(08), 805-810. doi:10.4236/ce.2015.68084.
46. Ribeiro, P. D., & Flores, M. A. (2016). Conceptions and Practices of Assessment in Higher Education: A Study of Portuguese

- University Teachers. *Revista Iberoamericana de Evaluación Educativa*, 9.1(2016).doi:10.15366/riee2016.9.1.001.
47. Reinholz, D. (2015). The assessment cycle: a model for learning through peer assessment. *Assessment & Evaluation in Higher Education*, 41(2), 301-315. doi:10.1080/02602938.2015.1008982.
  48. Rastegar, Tahereh .(2004). *Service-based Evaluation: New Approaches to Assessment and Evaluation with Emphasis on Continuous and Dynamic Assessment and Effective Feedback to Students in the Education Process*. First edition.Tehran: Monadi Tarbiat Cultural Institute.
  49. Santrock ,John .W. (2011).*Educational Psychology*. University of Texas at.
  50. Swaffield, S. (2011). *Leading Assessment for Learning*. *International Handbook of Leadership for Learning*, 1047-1065. doi:10.1007/978-94-007-1350-5\_57.
  51. Sutton, P. (2012). Conceptualizing feedback literacy: knowing, being, and acting. *Innovations in Education and Teaching International*, 49(1), 31-40. doi:10.1080/14703297.2012.647781.
  52. Shaughnessy, M. F. (2004). An Interview with Anita Woolfolk: The Educational Psychology of Teacher Efficacy. *Educational Psychology Review*, 16(2), 153-176. doi:10.1023/b:edpr.0000026711.15152.1f.
  53. Seif, Ali Akbar. (2018). *Modern Breeding Psychology, Learning and Teaching Psychology*. Eleventh Chart. Seventh Edition. Tehran: Doran Publications.
  54. Shivandi Chelichi, Dortaj, Farrokhi and Ebrahimi Qavam. (2016). *Mathematical modeling of academic achievement based on assignment value, cognitive involvement, achievement excitement, and self-regulation*. Doctoral dissertation in Educational Psychology. Faculty of Psychology and Educational Sciences. Allameh Tabataba'i University.
  55. Shaban Pour Omali, Mahdieh and Ebadi Jame Khaneh, Alameh. (2018). Evaluation of Educational Evaluation Patterns. *Journal of Psychological Studies and Education*. 1, (2), 181-196.
  56. Safavi, Amanollah. (2016). *Methods, Teaching Pattern Techniques*. Eleventh Edition. Tehran: Post Publication.
  57. Tang ,S. F., & Logonnathan, L. (2016) . *Assessment for Learning Within and Beyond the Classroom*. Taylor's 8th Teaching and Learning Conference 2015 Proceedings. Taylor's University Subang Jaya, Selangor Darul Ehsan Malaysia:1-437.
  58. Tan, A. L., & Towndrow, P. A. (2009). Catalyzing student–teacher interactions and teacher learning in science practical formative assessment with digital video technology. *Teaching and Teacher Education*, 25(1), 61-67. doi:10.1016/j.tate.2008.07.007.
  59. Tawafak, R., Romli, A., Arshah, R. B., & Almaroof, R. A. (2018). Assessing the Impact of Technology Learning and Assessment Method on Academic Performance: Review Paper. *Eurasia Journal of Mathematics, Science and Technology Education*, 14(6), 2241-2254. doi:10.29333/ejmste/87117.
  60. Tian, H., & Sun, Z. (2018). Metrology Basis of Academic Achievement Survey. *Academic Achievement Assessment*, 249-264. doi.org/ 10.1007/978-3-662-56198-0.
  61. Topping, K. J. (2018). *Peer Assessment in Practice*. Using Peer Assessment to Inspire Reflection and Learning, 20-27. doi:10.4324/9781351256889-2.
  62. Veldhuis, M., Van den Heuvel-Panhuizen, M., Vermeulen, J. A. & Eggen, T. J., (2014). Teachers' Use of Classroom Assessment in Primary School Mathematics Education in the Netherlands. *CADMO*, (2), 35-53. doi:10.3280/cad2013-002004.
  63. Wiewiorka, M. (2011). Evaluation, Research and Demonstration in the Social Sciences. *Social Science Information*, 50(3-4), 308-316. doi:10.1177/0539018411411016.
  64. Wiliam, D., Lee, C., Harrison, C., & Black, P. (2010). Teachers developing assessment for learning: impact on student achievement. *Assessment in Education: Principles, Policy & Practice*, 11(1), 49-65. doi:10.1080/0969594042000208994.
  65. Kaur, S.S.C., Abdul Samad, A., Hussin, H., & Sulaiman, T. (2015). *Developing a Portfolio Assessment Model for the Teaching and Learning of English in Malaysian L2 Classroom*. *English Language Teaching*, 8(7). doi:10.5539/elt.v8n7p164.
  66. Karaman, S. (2011). *xamining the Effects of Flexible Online Exams on Students' Engagement in E-Learning*. *Educational Research and Reviews*, 3 (6 ),259-264. www.academicjournals.org/ERR.