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Presenting a Model of Effective Factors on Successful Implementation of Descriptive Evaluation in the Primary Education System of Iran

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Abstract

Purpose: Descriptive evaluation, if successfully implemented can play an important role in promoting the academic success and performance of elementary students. As a result, the present study was conducted with the aim of presenting a model of effective factors on successful implementation of descriptive evaluation in the primary education system of Iran.

Methodology: The present study in terms of purpose was quantitative applied and in terms of implementation method was descriptive from type of quantitative. The research population was the heads and deputies of public universities, faculty members and experts of the Educational Research and Planning Institute, professors of education, doctoral students of education and faculty members and experts of the Research, Evaluation, Validation and Quality Assurance Center of Education in the 2020 year. The research sample based on Krejcie and Morgan table was estimated 178 people who were selected by stratified random sampling method with respect to job position ratio. The research instrument was a researcher-made questionnaire of effective factors on successful implementation of descriptive evaluation in the primary education system of Iran (129 items) which its content validity was confirmed by experts and its construct validity was confirmed by exploratory factor analysis method and its reliability was obtained by Cronbach's alpha method for the whole 0.89 and for factors higher than 0.70. Data were analyzed by methods of exploratory factor analysis and structural equation modeling in SPSS and Smart PLS software.

Findings: Findings showed that the effective factors on successful implementation of descriptive evaluation in the primary education system of Iran have ten factors and two dimensions of manpower (including four factors of teachers' ability, motivational factors, structural factors and factors related to students) and curriculum (including six factors of multidimensional curriculum, fit of curriculum with facilities, fit of curriculum with needs of individual and community, content of curriculum, flexibility of curriculum and students' satisfaction from curriculum). Other findings showed that the model of effective factors on successful implementation of descriptive evaluation in the primary education system of Iran had a good fit and both manpower and curriculum had a direct and significant effect on it ($P<0.05$).

Conclusion: According to the model of the present study, for the successful implementation of descriptive evaluation in the primary education system of Iran, it is possible to improve the situation through the dimensions of manpower and curriculum and related factors.

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1. Introduction

The goal of the educational system in the knowledge-oriented era is to educate citizens who can learn with inner passion and solve individual and social issues related to learning, and an important part of this educational system is the evaluation system (Akbaripour, 2020). The evaluation system is considered as an important part of the spectrum of the teaching and learning process in the education system of every country, and according to the new definitions of learning, the evaluation should be at the service of learning and a tool for its improvement and promotion, not a tool for ranking students and promoting them to the basic level. Be higher (Syzdykova, Koblandin, Mikhaylova & Akinina, 2021). Evaluation is one of the hot discussions of scientific texts and is of interest to experts and researchers, which is a tool for advancing educational tasks and diagnosis, grouping, promotion to a higher class and educational level, and checking academic progress (Kettler, Arnold-Berkovits, Rutgers, Kurz, Dudek, Hua & Lekwa, 2018). In a definition, evaluation is defined as a structured process to collect, analyzes, analyze, interpret and explain information to judge the realization of goals (Taut, Santelices, Araya & Manzi, 2011).

In another definition, evaluation means the process of determining, preparing and providing descriptive and judgmental information about the value or desirability of achieving educational goals, plans, operations and results created for better understanding and understanding of phenomena, responding and making better and more appropriate decisions about them (Leite, Fernandes & Mouraz, 2014). Academic evaluation means measuring the performance of learners and comparing its results with predetermined educational goals to decide whether the educational activities of teachers and the efforts of students have achieved desirable results and to what extent they have been realized (Ilik & Hacieminoglu, 2019). Descriptive evaluation is an approach by which the teacher examines and evaluates the changes made in the students using various tools such as checklists, observations, portfolios, interviews, performance tests, etc. Determined informs students, parents and school (Yoo, Cho & Kim, 2020). Traditional and quantitative evaluation has been criticized by many experts and they believe that this method of evaluation does not pay attention to the individual differences of students due to its structure, it is more focused on strengthening memory and paying attention to the cognitive field, it is less concerned with examining academic progress, more than The one who pays attention to the needs of the students pays attention to the needs of the educational system to improve the educational level and seeks to rank people and make decisions about improving their educational level, which is stressful, stressful and stressful (Tu, 2004). In 1990, UNESCO invited all countries to reform education with the slogan of education for all, and introduced the goal of education reform to improve the quality of the education system. Based on that, many countries modified their educational and evaluation system and changed the procedure from knowledge-based evaluation to capability-based evaluation (Bahrami, 2019).

In the country of Iran, in the academic year 2012-13, a descriptive evaluation plan was implemented as a trial in 25 classes of 5 provinces (Sistan and Baluchistan, Zanjan, Tehran, East Azarbaijan and Isfahan) and from the beginning, experimental review and pre-testing and modification and implementation of the necessary changes to the plan It was prepared for the implementation of the experiment in 2013-14. The commission of the Supreme Council of Education and Culture approved the guidelines for descriptive evaluation of students on 12/6/2013 and in several resolutions of the council, including Resolution 679 dated 30/8/2012, Resolution 296 dated 12/6/2013 and Resolution 710 dated 3/6/2014. It was called descriptive evaluation (Keshtiaray, Karimi Alavijeh & Foroughi Abri, 2014). In the traditional and quantitative evaluation system, the purpose of evaluation is only to check the degree of achievement of goals and educational programs with an emphasis on the cognitive aspect and to make decisions to improve the educational level based on the final evaluation, but in the serious and qualitative evaluation system, the purpose of evaluation is to examine the strengths and weaknesses. Students for better quality learning based on formative assessment (Syafitri, 2015). Quantitative evaluation is based on the behaviorist learning approach and qualitative evaluation is based on the constructivist learning approach, which in the constructivist approach emphasizes the active role of the learner in building information, knowledge and skills. In this approach, learning does not mean acquiring knowledge from the outside and with the help of an adult, but comprehensively interacts with the

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environment and actively reconstructs and creates its own cognitive construction through receiving feedback (Arar & Oplatka, 2011). The method of measurement and evaluation in the approach of behaviorism is final evaluation and in the approach of constructivism it is formative and process evaluation. Because in this approach, it is believed that learning is a dynamic and growing process and the learning process and how to build knowledge is more important than the learned content (Moradi Behpour & Nourabadi, 2020).

Descriptive evaluation in the primary course in pursuit of goals such as improving the teaching and learning process in the classroom, improving and improving the mental health of students, flourishing their talents and abilities, and paying attention to various cognitive, skill and emotional dimensions and personality areas through changing the attitude from a quantitative scale to The scale is qualitative and from final evaluation to formative evaluation (Weurlander, Soderberg, Scheja, Hult & Wernerson, 2012). The general goals of descriptive evaluation include reforming the teaching and learning process, improving the level of mental health, providing a suitable context for eliminating the culture of 20-ism, emphasizing the goals of education instead of emphasizing the content of books, providing a suitable context for eliminating the absolute rule of final exams in determining the academic destiny. students, improving the quality of the teaching and learning process and paying attention to the different fields of knowledge, attitudes and skills of students (Akbaripour, 2020). Descriptive evaluation with features such as emphasis on formative rather than final evaluation, emphasis on using a rating scale (e.g. very good, good, etc.) instead of an interval (e.g. zero to twenty), diversity in measurement tools (e.g. portfolio, observation, checklist) etc.), the change in the structure of the report card and the change in the decision-making process for the promotion of students, if implemented successfully, can provide the basis for improving the quality of learning (Arumugham, 2019).

Most of the researches were about qualitative descriptive evaluation and often examined its obstacles and challenges, and very few researches have been conducted on the factors affecting its successful implementation, but no research was found on the presentation of the model of factors affecting its successful implementation, which the present study It is designed for this purpose. In the following, the results of the most important domestic and foreign research related to the research are briefly reported.

Vanden Heuvel-Panhuizen, Sangari & Veldhuis (2021) came to the conclusion that in Iran, although teachers are different in terms of evaluating students, in general, their evaluation is in accordance with descriptive evaluation guidelines. However, when evaluating students, teachers basically do not check their strategies and use final exams when preparing report cards, because they do not have enough confidence in the proposed evaluation methods of descriptive evaluation.

Seraje & Shakouri (2020) while researching barriers to parents' participation in descriptive evaluation into 89 basic themes, 15 organizing themes and 6 main themes including parents' ignorance of the basics and characteristics of descriptive evaluation, teachers' misunderstanding of parents' participation, parents' lack of commitment and responsibility, The evaluation methods and structure governing other educational courses, parents' educational experiences and socio-cultural factors were obtained.

Mohebi Amin & Saberi (2019) divided the factors related to descriptive evaluation into three parts related to students (student comfort, reduced stress, reduced literacy, uncertainty of true ability, confusion, reduced academic motivation, reduced constructive competition, and overcrowding). They were classified into teachers (being time-consuming, acting with taste, not being able to compare students with themselves, creating opportunities for low-motivated teachers and managers' involvement in evaluation) and related to parents (dissatisfaction and lack of knowledge of parents).

Lee, Mak & Yuan (2019) during a research on learning assessment in elementary grades concluded that descriptive assessment is a powerful alternative assessment method, in this way teachers develop assessment literacy through the implementation of assessment as learning, students from explicit sharing Learning goals and success criteria are used, and setting personal learning goals for students can be a challenge to tackle and master.

Alaei & Mohammadpour (2018) conducted a research on descriptive evaluation in mathematics and concluded that in descriptive evaluation the most important strength is reducing exam anxiety, the most important

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weaknesses are the high number of students in the class and the lack of belief of most parents in descriptive evaluation, the most important opportunities are increasing the spirit of participation between the students and the most important threats was the impossibility of making accurate comparisons between students in terms of the amount of learning and academic progress.

Beyrami, Hasanabadi & Kavossian (2017) conducted a research on the methods and obstacles of teachers providing feedback to students in the descriptive evaluation program and concluded that the most important incorrect methods identified in providing feedback for rating students and expressing their rank in the class group, providing inappropriate feedback from In terms of structure and content, providing rank-oriented feedbacks instead of process-oriented feedbacks and not providing motivational feedbacks and appropriate strategies were at low levels.

Mohagheghian & MirShah Jafari (2017) During the research, they came to the conclusion that the obstacles and problems of implementing the descriptive evaluation plan in exceptional schools for the mentally retarded include not holding in-service classes and specialized training workshops, not compiling workbooks and teaching aids, time-consuming completion of academic performance lists, psychological pressure. They dominated the lives of parents and lack of workshop and laboratory facilities.

Savari (2015), in a research, found the strengths of the descriptive evaluation plan including learning consolidation (12 items including learning consolidation through review of materials, posing questions and finding answers, communicating previous or subsequent learning, increasing students' vocabulary, active participation of teachers, students and family in the matter of education, acquiring correct study skills, combining listening, reading, thinking and writing skills, creating a favorable attitude towards school, acquiring skills towards school, acquiring interpersonal communication skills, acquiring critical thinking skills, developing self-correction and self-regulation skills, recognizing The strengths and weaknesses of students' education and the evaluation of all academic activities of all students' subjects), the possibility of simultaneous educational evaluation of several people (8 items include the possibility of simultaneous educational evaluation of several students, the purpose of the plan is to create learning rather than getting a grade, establishing an emotional connection between the teacher and students, Increasing students' expressive power, encouraging students to research various issues, parents' continuous awareness of their children's educational activities, saving capital and per capita of the school and emphasizing the qualitative effort of students rather than the quantity) and reducing exam anxiety (5 items of Shaam) They introduced the reduction of students' exam anxiety, the suitability of this method for classes with a small population, the continuity of the teaching and learning process throughout the year, the elimination of dependence on grades in students and the absence of failure).

Entehayi Arani, Hasani & Shekari (2015) conducted a research on the feedback of teachers implementing the descriptive evaluation model and concluded that most teachers (66%) had a correct understanding and 18% had an incomplete understanding of the concept of feedback and 16% had a correct understanding of what and how the concept is. They had no feedback. The teachers of the present study used all kinds of feedback including emotional feedback, individual verbal feedback, group verbal feedback and written feedback in standard, descriptive and encouraging forms.

Keshtiaray & et al (2014) concluded in a research that the obstacles and challenges of descriptive evaluation from the teachers' point of view are in the areas of physical and educational resources, proper training of teachers, justification of parents, organizational factors, degree of appropriateness of curricula, relationship between education and the university, non-cooperation of parents, the way of using descriptive evaluation tools, teaching and learning processes, and improving the mental health of students, and there were no challenges in the fields of new concepts of education and training. Also, the obstacles and challenges of descriptive evaluation from the point of view of the responsible experts were, respectively, correct training of teachers, justification of parents and physical and educational resources, degree of appropriateness of curricula and how to use descriptive evaluation tools, relationship between education and the university,

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organizational factors and parents' lack of cooperation. There was no challenge in the areas of teaching and learning process, improvement of students' mental health and new concepts in the field of education.

Zahed Babelan, Farajollahi & Hamrang (2013) concluded that the effective factors in the use of descriptive evaluation from the point of view of primary teachers included five psychological, managerial, educational, process and individual factors respectively.

Beyramipour, Sharif, Ja'faree & Moulavi (2012) concluded that the factors influencing the implementation of the descriptive evaluation plan in elementary schools included four managerial, teacher-related, physical and psychological factors that created an atmosphere of interaction and collaboration.

Rapid change and transformation, especially in production, communication and information, have imposed undeniable needs on societies and educational systems and caused changes in educational and evaluation strategies and methods, which doubles the necessity of changing and renewing curricula. Surveys indicate that in Iran's public education, most of the innovative efforts, plans and programs have either not achieved the desired results or have been implemented incompletely or have failed (Seifi, Karami & Jafari Sani, 2018). International studies in the field of evaluation show that many countries made reforms in evaluation methods. For example, in Eastern Europe, new trends and changes from knowledge-based evaluation to capability-based evaluation can be seen. Changes have occurred in Iran's evaluation system in recent years, but it has not yet been able to bring the educational system to a desirable level, and the actual implementation of descriptive evaluation may be effective in this field (Rasouli & Mirchi, 2015). Another important point is that most of the researches were about qualitative descriptive evaluation and often examined its obstacles and challenges, and very few researches have been conducted about the factors affecting its successful implementation, but a research aimed at presenting a model about the factors affecting its successful implementation was found. It was not possible that the present research was designed with the same purpose. Therefore, it is necessary to change the evaluation method in a suitable way, for this purpose it is necessary to identify the factors affecting the successful implementation of descriptive evaluation and provide a model for it. For the successful implementation of descriptive evaluation, one must first know the factors affecting it and then design different models for it and then test them. Iran was done.

2. Methodology

The current study was applied in terms of purpose and descriptive in terms of quantitative type. The research community consisted of presidents and vice presidents of state universities, faculty members and experts of the Research and Education Planning Institute, professors of education, doctoral students of education and faculty members and experts of the Center for Research, Evaluation, Validation and Quality Assurance of Education in 2020. The sample of the research was estimated to be 178 people based on the table of Karjesi and Morgan, who were selected by stratified random sampling method according to job position ratio. In this sampling method, the proportion of each of the subgroups of the society was calculated and then according to the calculated sample size, the same proportion was sampled from the society. In this study, the criteria for selecting samples include at least a master's degree, willingness and consent to participate in the research, having at least 10 years of work experience, the absence of stressful events such as divorce and death of relatives in the past three months, and the absence of addiction and use of psychiatric drugs. And the exclusion criteria included refusing to complete the researcher-made questionnaire and not responding to more than ten percent of the items.

The step-by-step implementation process of the current research was such that after the research community was specified, the necessary coordination was made with the relevant authorities to implement the research and the desired sample size was selected according to the job position ratio. Then, for the samples, the purpose, importance and necessity of the research was explained to them and they were asked to sign the informed participation consent form in the research and answer the research tool, the researcher-made questionnaire of the factors affecting the successful implementation of the descriptive evaluation. Before completing the questionnaire, it was explained to the samples that there are no right or wrong answers and

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that the best answer is the answer that reflects their real situation. Finally, after completing the questionnaire, the researcher checked the questionnaire for the complete response of the samples and thanked them.

In this research, a researcher-made questionnaire of factors affecting the successful implementation of descriptive evaluation in Iran's primary education system was used to collect data. This tool had 129 items that were made based on the study of theoretical foundations and interviews with 30 specialists, experts, and descriptive evaluation experts. In this tool, the items are scored using a five-point Likert scale from one (completely disagree) to five (completely agree) and the tool score is calculated with the total score of the items. Meanwhile, a higher score indicates a more successful implementation of descriptive evaluation. The content validity of this tool was confirmed by the opinion of 30 experts, and its construct validity was confirmed by exploratory factor analysis and reliability by Cronbach's alpha method for the total and factors. Finally, the data were analyzed with exploratory factor analysis and structural equation modeling methods in SPSS-23 and Smart PLS-2 software after being collected with the aforementioned researcher-made questionnaire.

3. Findings

In the current study, 178 people with an average and standard deviation of age of 46.29±4.83 years participated; So that 52.25% were men, 82.02% had doctorate education and 44.38% had work experience of 16-20 years (Table 1).

Table1. Frequency and frequency percentage of demographic information of the samples

Property	Dimensions	Abundance	Absolute frequency percentage	Percentage density density
gender	Man	93	52/25٪	52/25٪
	Female	85	47/75٪	100٪
	Total	178	100٪	
education	Masters	32	17/98٪	17/98٪
	P.H.D	146	82/02٪	100٪
	Total	178	100٪	
work experience	11-15 years	75	42/13٪	42/13٪
	16-20 years	79	44/38٪	86/52٪
	Above 20 years	24	13/48٪	100٪
	Total	178	100٪	

In the present study, before analyzing the data with the exploratory factor analysis method, the KMO sample adequacy index with a statistic of 0.86 and Bartlett's test with a statistic of 3658.19 were significant at a level smaller than 0.001 and indicated the suitability of the conditions for conducting factor analysis. In other words, the data had the necessary sufficiency and correlation to perform factor analysis. Also, the results of factor analysis showed that the factors affecting the successful implementation of descriptive evaluation in Iran's primary education system have ten factors and two dimensions of human resources (including four factors of teachers' ability, motivational factors, structural factors and factors related to students) and curriculum (including The six multidimensional curriculum factors were curriculum fit with facilities, curriculum fit with individual and community needs, curriculum content, curriculum flexibility, and students' satisfaction with the curriculum. So that the number of items of each of the visible factors and the convergent validity of all of them were confirmed because they were higher than 0.50 and the reliability of all of them was confirmed because they were higher than 0.70, and the reliability of the whole tool was estimated at 0.89 (Table 2).

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Table2. Exploratory factor analysis, convergent validity and reliability for factors affecting the successful implementation of descriptive evaluation

Dimensions	Agents	Number of items	convergent validity (AVE)	Reliability (Cronbach)	Percentage of total variance
Manpower	Ability of teachers	11	0/83	0/89	
	Motivational factors	7	0/88	0/94	
	Structural factors	7	0/74	0/92	
	Factors related to students	16	0/61	0/91	
Curriculum	Multidimensional curriculum	25	0/83	0/92	
	Suitability of curriculum with facilities	6	0/82	0/89	86/37
	Adapting the curriculum to the needs of the individual and society	7	0/81	0/92	
	Curriculum content	25	0/72	0/94	
	Curriculum flexibility	17	0/72	0/75	
	Students' satisfaction with the curriculum	8	0/81	0/81	
	Total influencing factors	129	-----	0/89	-----

In the present study, before analyzing the data using the structural equation modeling method, the results of the Kolmogorov-Smirnov test were first examined, the results of which showed that the normality assumption of all factors was confirmed due to a significance value greater than 0.05 for them. Also, the assumption of sufficient correlation between the variables was confirmed (Table 3).

Table3. Mean standard deviation and correlation coefficients of factors affecting the successful implementation of descriptive evaluation

Agents	Mean	SD	1	2	3	4	5	6	7	8	9	10
1. Ability of teachers	4/28	0/89	1									
2. Motivational factors	4/26	0/90	0/26**	1								
3. Structural factors	4/15	0/84	0/61**	0/14*	1							
4. Factors related to students	4/23	1/02	0/39**	0/30**	0/46**	1						
5. Multidimensional curriculum	4/40	1/03	0/48**	0/33**	0/58**	0/47**	1					
6. Matching the curriculum with the facilities	4/31	0/92	0/55**	0/16*	0/42**	0/53**	0/41**	1				
7. Adapting the curriculum to the needs of the individual and society	4/38	1/04	0/31**	0/36**	0/40**	0/31**	0/67**	0/64**	1			
8. Curriculum content	4/14	1/12	0/06	0/17*	0/10	0/54**	0/32**	0/42**	0/60**	1		
9. Curriculum flexibility	4/12	0/90	0/14*	0/11	0/12*	0/18*	0/46**	0/47**	0/54**	0/44**	1	
10. Students' satisfaction with the curriculum	4/54	0/84	0/25**	0/18*	0/16*	0/14*	0/38**	0/35**	0/46**	0/33**	0/27**	1
11. Total effective factors	4/2	0/93	0/60**	0/78**	0/67**	0/59**	0/93**	0/91**	0/91**	0/94**	0/92**	0/90**

**P<0.01, *P<0.05

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In the present study, the fit indices of the model of the factors affecting the successful implementation of descriptive evaluation in Iran's primary education system indicated the appropriate fit of the model (Table 4).

Table4. Model fit indices of factors affecting the successful implementation of descriptive evaluation

Indicators	X^2/DF	RMSEA	CFI	NFI	GFI	AGFI
Calculated value	1/54	0/06	0/93	0/93	0/95	0/92
Acceptable value	Less than 3	Less than 0.08	More than 0.90	More than 0.90	More than 0.90	More than 0.90
Result	Confirmed	Confirmed	Confirmed	Confirmed	Confirmed	Confirmed

In the present study, the model of the factors affecting the successful implementation of descriptive evaluation in Iran's primary education system and the results of the results indicated a direct and significant effect of both the human resources and curriculum dimensions on it due to a significance smaller than 0.05 (Figure 1 and Table 5).

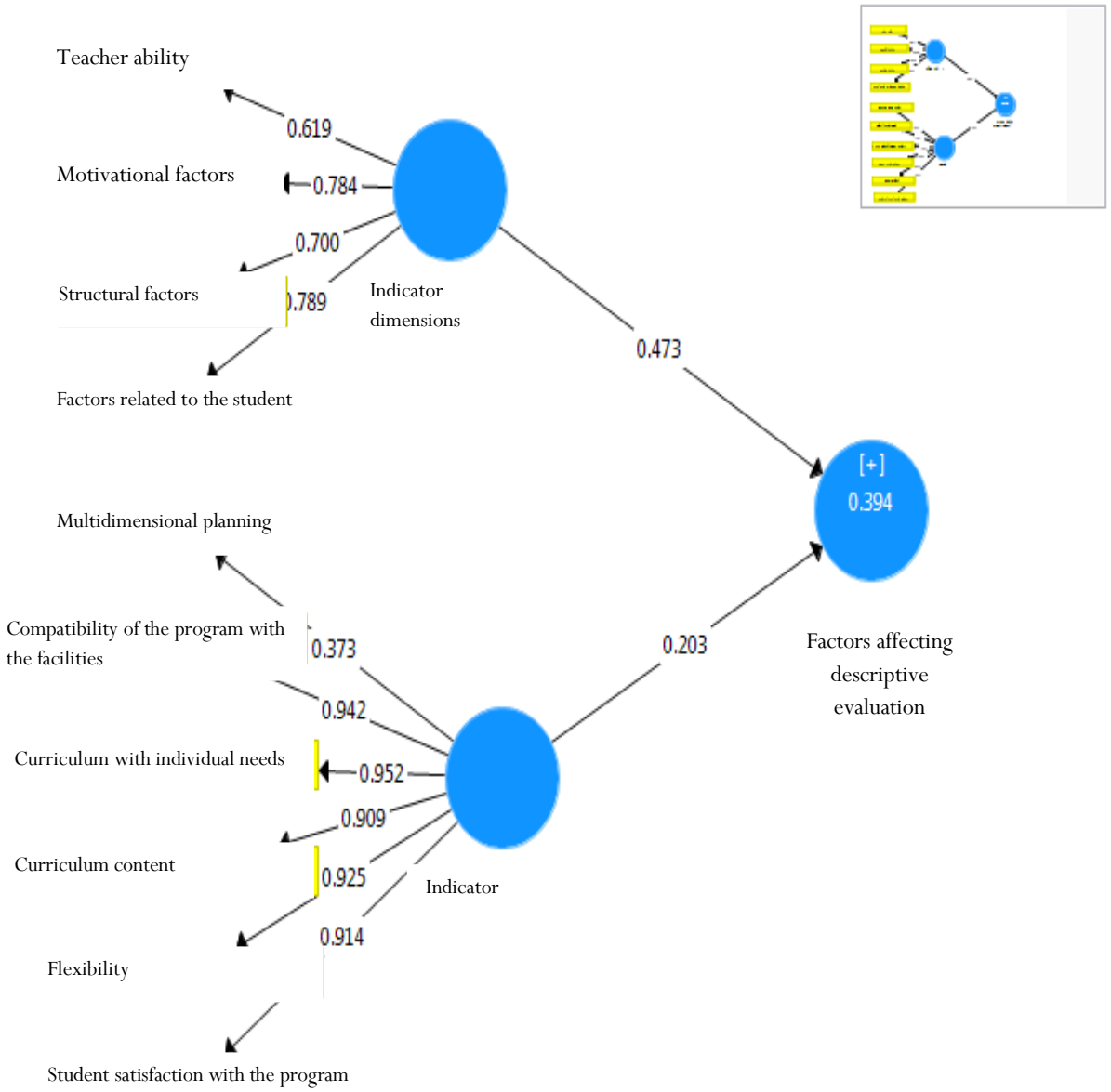

Figure1. The results of the model of factors affecting the successful implementation of descriptive evaluation in the case of standard coefficients

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Table5. The results of the effects in the model of factors affecting the successful implementation of descriptive evaluation

Agents	Standard coefficients	t statistic	meaningful	Result
The effect of manpower on factors affecting the successful implementation of descriptive evaluation	0/47	12/43	0/001	Confirmed
The effect of the curriculum on the factors affecting the successful implementation of descriptive evaluation	0/20	2/17	0/001	Confirmed

4. Conclusion

Descriptive evaluation in the case of successful implementation can have an effective role in performance and academic success, and therefore the need to have models for factors affecting the successful implementation of descriptive evaluation are felt. As a result, the present research was conducted with the aim of providing a model of factors affecting the successful implementation of descriptive evaluation in the elementary education system of Iran.

The findings showed that the factors affecting the successful implementation of descriptive evaluation in Iran's primary education system have ten factors and two dimensions of human resources (including four factors of teachers' ability, motivational factors, structural factors and factors related to students) and curriculum (including six multidimensional curriculum factors , curriculum fit with facilities, curriculum fit with individual and community needs, curriculum content, curriculum flexibility, and students' satisfaction with the curriculum), both of which had a direct and meaningful effect on the successful implementation of descriptive evaluation in Iran's primary education system. These findings are consistent with previous research findings in the field of descriptive evaluation, including Vanden Heuvel-Panhuizen et al. (2021), Seraje & Shakouri (2020), Mohebi Amin & Saberi (2019), Lee et al. (2019), Alaei & Mohammadpour (2018). , Beyrami et al (2017), Mohagheghian & MirShah Jafari (2017), Savari (2015), Entehayi Arani et al (2015), Keshtiaray & et al (2014), Zahed Babelan et al (2013) and Beyramipour et al (2012) They were aligned.

In explaining these findings and results, it can be said that in the dimension of human resources, four factors including teachers' ability, motivational factors, structural factors, and factors related to students were extracted and had a direct and meaningful effect on the successful implementation of descriptive evaluation in Iran's primary education system. In descriptive evaluation, teachers' ability means their familiarity with cognitive levels and the ability to promote students to higher levels, the use of cognitive levels in a hierarchical manner (that is, as the work progresses, the evaluation of higher levels is used), mastery of teaching and its different methods. , the degree of participation of students in evaluation by teachers, teachers' awareness of evaluation methods and the use of various types of input, formative and final evaluation methods with different tools and methods, the more capable teachers are in this field, the basis for using descriptive evaluation that is relatively It is less stressful than traditional or slightly less stressful, it provides more. The motivational factors are related to giving importance to descriptive evaluation, having the motivation to do it, the desire to do input, formative and final evaluations using various methods, the use of active and attractive teaching methods and the amount of effort, effort and perseverance of students to achieve the goals. And these factors increase students' willingness to learn material spontaneously. In descriptive evaluation, the structural factors are the existence of directives regarding paying attention to high cognitive, psycho-motor and emotional levels in learning, emphasis on the use of diverse evaluations, evaluation regulations and bylaws, evaluation executive factors and the amount of importance given to evaluation, the amount of time in consideration It is taken to evaluate and monitor the way of evaluation by the relevant authorities and the more appropriate these structural factors are, the better the descriptive evaluation can be successfully implemented. The last component is the factors related to students, which includes the amount of student activity in class and evaluation, students' academic performance compared to other performances, their academic performance compared to previous years' academic performance, students' performance compared to the performance of other classmates, preparation for appearing in exams. , the desire to do extracurricular activities such as free

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study, familiarity and ability in all kinds of objective and essay tests, doing individual and group projects and ability to respond to teacher-made, administration-made or other sources exams, and whatever the students in terms of the mentioned factors or other factors in are in a better situation, the descriptive evaluation will be more successful. According to the mentioned explanations, it can be expected that human resources have a significant effect on the successful implementation of descriptive evaluation in Iran's primary education system.

Also, in explaining these findings and results, it can be said that six factors including multidimensional curriculum, suitability of curriculum with facilities, suitability of curriculum with individual and community needs, curriculum content, curriculum flexibility and students' satisfaction were extracted from the curriculum and successful implementation was evaluated. A description had a direct and meaningful effect on Iran's primary education system. In descriptive evaluation, the meaning of multidimensional curriculum is the active participation of students in evaluation, taking advantage of the maximum possibilities of each learning situation, providing conditions for mutual communication, creating opportunities for student correction and fixing the shortcomings of the learning process by the teacher, paying attention to the process instead of the product, providing appropriate feedback, reducing the sensitivity of students and parents towards grades, creating an environment to eliminate the culture of 20-ism, contributing all the factors that are effective in learning, including parents, highlighting the role of input and formative evaluation and reducing the role of final evaluation in the academic destiny, reducing the failure of students, using various tests Describing and assigning the decision to promote students to the teacher and the school council. In the multidimensional curriculum, learning is a lifelong thing that does not consider a specific period of life, but covers a general understanding of personal life. In this component, various tools are used for the input, formative and final evaluation of children's progress, including worksheets, process table of concepts, observation registration form, review of child's progress and thought-provoking questions and answers. Using these tools and designing a number of fluid experiences that encourage children to play and immerse themselves in games to use their maximum mental capacities, leads them to a more general understanding of details and better, deeper and more durable learning. The suitability of the curriculum with the facilities means its suitability with the ability of the teachers and the educational facilities and equipment available in the school, the use of information and communication technology, the suitability of theoretical and practical courses, the ratio of courses with educational aids to the total number of courses and the suitability of courses with the number of teachers. These factors can play an effective role in the successful implementation of descriptive evaluation. The suitability of the curriculum with the needs of the individual and the society refers to how much the compulsory and optional courses and courses are in harmony with the needs of the individual and the society from the point of view of experts, teachers, students and parents, and to what extent they cover the goals, values and strategies of the country. They give, how much connection is there between theoretical and practical courses and how much is the level of horizontal and vertical connection in the curriculum. Also, the content of the curriculum to cover educational goals by content and content, attention to social minority groups and non-bias, the percentage of standard, revised and newly authored textbooks to all books, the average time interval for revising textbooks, the appropriateness of the content and its volume with the characteristics and the needs of students and time, the amount of use of information and communication technology, practicality of materials and content, attention to the opinion of experts, philosophy of education, psychology of learning, teachers and students in the curriculum, attention to the culture and customs of the society in the content, appropriateness of the content With the course and level of study, the appropriateness of using tables, figures and diagrams, the appropriateness of the curriculum with the age and gender of the students, the level of accuracy in the presentation of concepts and the level of creativity and innovation in the development of the curriculum indicates that these factors can play an important role in the realization of descriptive evaluation. . The flexibility of the curriculum means the suitability of the curriculum with the needs of learners and society in terms of teachers, students and students, the existence of extracurricular activities and alignment with the curriculum, the supply of content through

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stimulating topics, the degree of suitability of theoretical and practical courses, the use of information and communication technology and teaching strategies. and diverse and attractive learning in the presentation of content, flexibility of courses in different courses, participation of teachers in designing and compiling the curriculum and their freedom in choosing the teaching method, the ratio of newly authored and revised books to the total number of books and the average time interval of curriculum revision, these factors can play an effective role. Have descriptive evaluation in successful implementation. The students' satisfaction with the curriculum shows the students' satisfaction with the volume of the curriculum, its applicability and up-to-datedness, satisfaction with the adequacy of the curriculum in creating and increasing capabilities and capabilities, satisfaction with the ease of reading text, tables, figures, diagrams and maps, and satisfaction with the adequacy of the previous years' curriculum. The more these cases are, the easier it is to achieve descriptive evaluation. Therefore, it is logical that with the increase of manpower, the amount of successful implementation of descriptive evaluation will increase and manpower has a significant effect on the successful implementation of descriptive evaluation in Iran's primary education system.

The current research was cross-sectional and has all the limitations of this method. Another limitation was the use of self-report tools to collect data, in which the accuracy of the results is always one of the most important challenges. People may not have enough self-reflection when responding to these instruments and do not answer the items responsibly, although to reduce this error, the samples were told to respect ethical points and the importance and necessity of the research, and it was explained to them that there is no correct answer or There is no wrong and the best answer is the answer that speaks to the existing reality. Although there have been some researches about descriptive evaluation and most of them had investigated its obstacles and challenges, but one of the limitations of the current research was the few researches about the successful implementation of descriptive evaluation and comparing its results with the results of this research. It is suggested to the researchers to use interviews to collect data in future researches and examine the tools of the current research in terms of psychometric indicators. Another suggestion is to conduct research on the identification of factors affecting the successful implementation of descriptive evaluation and build various tools for it, so that a general summary can be made and appropriate practical suggestions can be made based on that. According to the current research model, it is necessary to plan for the successful implementation of descriptive evaluation by experts and specialists, and to realize it in Iran's primary education system, the conditions can be improved through the dimensions of human resources and curriculum and their related factors. As a result, it is necessary for officials and planners to pay attention to human resources and curriculum and their related factors, and through improving the conditions of Iran's elementary education system and training workshops, provide the basis for the successful implementation of descriptive evaluation in Iran's elementary education system.

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