

Assessing the weaknesses and strengths of assessment and evaluation methods and teacher scoring methods in schools and providing solutions for improving existing status

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Abstract

The present study examines Assessing the weaknesses and strengths of assessment and evaluation methods and teacher scoring methods in schools and providing solutions for improving existing status. In this regard, the factors used in evaluating and the methods of school teacher scoring and its weaknesses and strengths are examined. The method of doing this research is analytically descriptive in a library way. The content analysis of texts and documents related to evaluation methods and exponential reality were used to gather information. The complex measurement process will force teachers to make professional decisions to align their classroom realities with the impact of external factors. The findings and suggestions of this study provide planners and decision makers with guidelines for review, decision making and planning for successful assessment and teacher scoring practices.

Key words: Methods of evaluation and assessment, Teacher scoring practices in schools, Weakness and strengths of measurement methods

1. Introduction

Teachers, educational managers and researchers have always been skeptical about the adequacy and efficiency of different scoring systems. Educators have always focused on the reliability of teachers' scores and analyzed sustainability scoring systems in educational settings. In recent years, with the ever-increasing concept of evaluation for learning and also the growing interest in classroom studying about decision making for teachers' scores highlights the fact that teachers take into account various factors of academic achievement and factors other than academic

achievement in their decision making. These factors can be contradictory and make the teacher's grading process difficult.

One of the techniques of education that teacher needs, is a familiarity with new evaluation techniques. Evaluation, on the one hand, serves as the controlling factor for all elements of education such as purpose, program, methodology and teaching materials, and, on the other hand, as a way of knowing and monitoring the students' academic activities. Measuring and evaluating is one of the main and irreversible elements of education. Therefore, one of the individual qualifications for a teacher's job is to have theoretical knowledge and practical skills in the field of assessment. It should be noted that advanced human societies have been able to take steps to promote and develop all-round development through their education. In the development of education, there are several criteria and factors. The most important is the evaluation system in education. Education can be defined as a teacher-student interaction process, whereby appropriate learning experiences are provided to reach students for educational goals. In traditional education, evaluation as the last learning process loop is considered to be the learning that was used at the end of the training to separate students with different learning abilities. Today, evaluation is considered as an integral part of the teaching-learning process, which together with education and in tight relationship with it, it is conducted in a continuous manner, and instead of emphasizing the classification of students and comparing them with each other, guidance of learning is the focus of their attention.

2-Research Method

The method of doing this research is analytically descriptive in a library way. The content analysis of texts and documents related to evaluation methods and exponential reality were used to gather information.

3. Evaluation definitions in education

The term assessment or evaluation is often referred to as value-giving reminders for determining value for anything. Evaluation is a systematic process to collect, analyze and interpret information in order to determine whether the desired objectives have been achieved and to what extent.

Definition types	Description of evaluation definitions in education
Cronbach	Evaluating is collecting and using information to make a decision for an educational program (Shirazi, Ali, p. 236)
BiBai	Evaluating is the process of collecting and systematically interpreting evidence that ultimately leads to judgment of evaluation in terms of personal action. The dimensions of this definition are gathering evidence, interpreting, judging and deciding. (Shirazi, Ali, p. 236)
Stafil Bim	Evaluating is the process, defining, obtaining and providing useful information for judging decisions.

4. Assessment and evaluation types for students in different countries

The process of educational evaluation is one of the most important stages in the educational process, which has a high impact on the student's learning process, the teaching of teachers, and even the choice of the field of study and employment. The table below shows a comparative study of the educational evaluation process in countries around the world from Asia, Europe and the United States.

Country	Types of assessment and students' scoring
Argentina	Since 1989, the student's grade is assessed from grades 1 through 3 (excellent, satisfactory, unsatisfactory) and the overall belief is that this method has lowered the standards of education, and many believe that the previous grading method with numbers from 1 to 10 had a better result, and the new way should be revised.
Germany	Evaluation of students is done by the relevant teachers based on written, oral, written assignments and student active participation in the classroom. The results are reported to the families in a written report (especially in the elementary period) or on a scale of 6 points.
Spain	According to the new regulations, the assessment in the preschool will be continuous and upgraded automatically; In elementary and secondary schools, information is provided to assess students' academic achievement in a variety of ways, such as regular observation, homework assignments, and written, oral, and written tests. If the studies show that the student is not attained by the goals, they should repeat the academic year.
Sweden	There are no final examinations in Swedish schools. In compulsory education, except for a few students, the rest are promoted to a higher class, and acceptance or rejection does not really matter. In the year, two times (end of autumn and spring) are awarded to students in grades eight and above. Scores are marked with numbers from 1 to 5.

Bulgaria	In Bulgaria, elementary students are automatically upgraded to a higher grade based on age. In high school, college courses, students' grades are marked with grades 2 to 6. Score 2 means poor and the student must take part again in the exam; score 3, means satisfactory; score 4 and 5 is good, and score 6 is excellent. Poor students must repeat the course.
Englang	England is one of the countries in which the system of exams is emphasized; at the age of 16 and 18, students are taken from public exams, and their results are used to measure students' academic achievement, their choice for further education, and measuring the effectiveness of institutions. In addition to the above, in England, other tests such as the "GCSE", General Secondary Education Certificate, the "GSE" GPA, the General Certificate of Education and the "Az level" test, supplementary improvement, etc., are held for students and receive certifications for certain cases.
France	In France, at the age of 15 and at the end of the second year of high school, at the age of 18, students are enrolled in a national examination and will be given a graduation certificate. At the age of 8 and 11, some of the national examinations that do not work in promotion and repetition of the basic work are used to test the results.
Japan	There are no final examinations in Japan. Upgrading to a higher class is based on internal evaluation, and in practice, upgrading from a class to a higher class in compulsory education (up to grade ninth) is automatic and definitive.
Russia	Scores 1 to 5 are used to score students, which 5 is the highest and 1 is the lowest scores. Acceptance score is 3. If a student gets score 2 in two or three lessons, he will still be allowed to upgrade to a higher grade. If a student has one grade 2 at the end of the year, he will be given a graduate certificate, but this score will prevent him from entering higher education in some fields of study.
Bangladesh	In this country, the exam will be taken to improve from one base to another, and at the end of each course, an exam will be held and a graduation certificate will be given.
Iran	In Iran, at the end of each academic year, students will be taken examinations and admitted graduates will be certified; final examinations will be held at the end of the fifth year of primary school, third year of secondary school and high school. Approximately seven years in the form of a pilot, then general in the elementary period (currently up to the fourth grade), descriptive evaluation with four excellent, and good, moderate and progressive scores is done.

5- Types of evaluation in Iran

One of the most difficult actions a teacher does is evaluation. As a teacher, you have to consider issues that can be evaluated. In this way, the teacher will find out how much students are trying to reach the desired issues. This kind of assessment, in addition to the student's efforts, also reflects the teacher's behavior. There is a huge difference between teaching subjects and student training.

Escrion	Final Evaluation	An assessment that is common in schools that include the final evaluation of the year or the period of the student's program or educational process.	
Escrion	Developmental or continuous evaluation	Field evaluation	The purpose of this assessment is to provide or provide logic for setting goals. In order to achieve that environment, actual conditions and existing problems need to be reviewed and decision-making based on the correction of conditions and problems be done to achieve the desired goals.
		Input estimation	This type of assessment relates to how resources are used to achieve program objectives, including evaluating organizational capabilities, strategies for achieving program objectives, and designing an operational / operational strategy.
		Evaluation process	Periodic feedback especially identifies input deficiencies during the implementation of the program.
		Outcome evaluation	It evaluates the results not only in the end, but also in terms of necessity at intervals of the program.

One of the specialties required by practitioners at various levels of organizational and executive knowledge is to have knowledge of the skill of assessing and evaluating academic achievement, lack of which in the realm of practice and implementation, will follow by inefficiency of learning-learning. Despite the knowledge of the academic and experimental abilities of teachers and the knowledgeable and caring managers of educational units in the field of evaluation of academic achievement, due to the importance of the subject, as well as the elegance and complexity of this, we look forward to seeing dynamic, continuous and sustainable interactions with our esteemed colleagues in the pursuit of educational goals.

6. Principles Governing the Assessment of Academic Achievement

In order to determine the student's educational achievement evaluation activities, considering the new approaches and approaches in teaching and learning, the following principles are set out (Principles governing the recognition of academic achievement).

1. Inseparability of evaluation from learning-teaching process: Students' evaluation should be considered as an integral part of the learning-learning process, not as an endpoint.
2. Using evaluation results to improve the learning-teaching process and to improve the programs and methods: the ultimate goal is to evaluate, modify and improve the learning-teaching process and the results of evaluations should be used in the correction of programs and methods.
3. Harmony between objectives, content, teaching-learning methods and evaluation process: In assessing, the relevance and coordination between goals, content and teaching-learning methods should be considered.
4. Attention to students' readiness: In designing and implementing a variety of evaluation programs, attention should be paid to the students' physical, intellectual, emotional and psychological readiness.
5. Paying attention to the student's overall development: In evaluating the students, attention should be paid to the different aspects of physical, intellectual, emotional, social, moral and motor development of students.
6. Comprehensive attention to knowledge, attitudes and practices: In assessing, in accordance with the content of education, one should pay attention to the knowledge, attitudes and skills of the students.
7. Considering the student's assessment of his / her own learning (self-assessment): In evaluating, students must be able to evaluate their own learning and evaluate the performance of other students.
8. Evaluation of group activities: In the evaluation system, in addition to individual evaluation, group activities should also be evaluated.
9. Considering the intellectual processes leading to the production of the answer: In the evaluation, in addition to the final answer, consideration should be given to the process leading to the production of the response.
10. (Emphasis on Innovation and Creativity): The evaluation should focus on the student's growth and prosperity with an emphasis on problem solving.
11. Variety of methods and tools for measuring academic achievement: Considering the objectives, nature and types of evaluation cases, different types of evaluation methods and tools (such as oral questions, practical tests, types of objective and inbound

questions , Behavioral observation methods, work portfolio folders, presentation of articles and designs, reports on research activities, functional evaluation, continuous evaluation, hand-made, self-assessment methods, etc.).

12. Use types of evaluation: In the course of teaching-learning, it is necessary, according to the objectives, content and teaching methods to use different types of evaluations (such as diagnostic, developmental, total, reference norms, reference goal, internal, external, national And ...).
13. School and Teacher Independence in the Evaluation Process: In the evaluation process, the independence of the school and teacher should be maintained within the framework of general education policies.
14. Observing ethical and human rules in evaluation: According to this principle, evaluation should be organized and implemented in a manner that does not compromise the rights, human interactions, self-esteem and mental health of the student or teacher.
15. Focus on Individual Differences: In evaluating academic achievement, students' individual differences should be considered.
16. Necessity of coordination in realizing the principles of evaluation: In applying the above principles, there should be full commitment and coordination between organizations, centers, departments, units and other parts responsible for evaluating methods, tools, benchmarks and programs for measuring students' academic achievement.

7. Different methods of evaluation of academic achievement

Self-assessment in education: Self-assessment means that students are involved in the evaluation process and learn to evaluate themselves. In this context, teachers should provide opportunities for students to enable them, with the motive, to engage in a cooperative relationship with the teacher. Self-assessment of knowledge, although it cannot be done according to the facts, is a great way to increase the confidence of the students towards the teacher and to strengthen the sense of self-confidence in them It will be extremely effective in creating a sense of desirable atmosphere away from the excitement and loss of anxiety in the evaluation process. In addition, this approach involves some kind of indirect learning and teaching. Self-assessment of students can be done in a variety of ways.

Including, the preparation of students 'suggested questions for the exam, which in fact reflects students' interests and abilities. In completing this method, the teacher must, by examining questions and modifying them, design the most appropriate exam questions so that students feel confident after they are faced with the fact that they themselves are the evaluation factors.

Another way is that the teacher, by providing a log of the appropriate behaviors that students provide, ask them to evaluate and judge their records based on the content so that students can reflect and think about their behavior and deeds. Obviously, how students function in each of these methods can provide a good and meaningful feedback to the teacher's assessment of the students.

Most of the teachers who think about evaluating students think about the limited definition of types of written tests and exam questions, but it should be remembered that many of our values are based on the observation of the activities that students do within the school. If the teacher abandons his or her oral or written assessments and provides valuation methods in a variety of depth and content, he can rely and rely on the credibility of his assessment method.

According to the article, and the types of changes that occur in different areas of learning, at least four evaluation methods are suggested as follows in this paper. We will describe the first case.

7.1 Evaluation through Observation:

When we look at the behavior of a person through a sensory intervention, and especially observation, we used observation method. For example, we examine the state of student indifference in front of a scene or a learning activity and we judge it, we actually used the observation method.

The observation method may be investigated from various aspects, most important of which are:

A. Observation in terms of reflection and accuracy: In the course of evaluation, observation may be carried out either superficially or in depth. In observation of surface, reliance is

on recognition of the apparent behavioral traits. But in deep observation, an attempt is made to discover the intrinsic facts of the individual.

- B. B) External or internal observation: If we observe the behavior of a person in natural situations, there are two possibilities: either we can record the characteristics of the person's behavior during the act, and then we want to comment and judge or that we ask ourselves to report on its characteristics, as it perceives. In this way, two completely different images are obtained, one from the outside and one from the inside.
- C. View in terms of location: Observation may occur in the normal position, that is, the student can be examined in his or her normal position. For example, a student's college activities in the school yard and inside the classroom. For example, a student's college activities in the school yard and inside the classroom. We may see the students or student in the position we created for them, without being aware of them. Such observation is called observation in an artificial position.
- D. Direct or indirect viewing: Observation may be done directly or indirectly. In direct observation, the observer directly monitors people and records their behavioral patterns. In such situations, students may know that they are exposed to observation and testing. If students are aware of this, they may conceal their true behavior and show arrogant behavior. In the indirect observation, the observer tries to examine the behavior of the student or students in a natural or artificial state. This type of observation they do not know who are being exposed to observation and evaluation. Applying this method introduces the teacher to more facts and secrets.

Benefits and Limitations of Observation Method

Observation, which is a life-based assessment method and continuous daily activities at the school, usually has merits and limitations. The advantages of this method include the following:

- The time of such evaluation is usually uncertain, thus, it can reflect the normal activities of the students.
- Such evaluations take place in situations that vary from person to person. As a result, individual differences can be considered.

- The person to be evaluated is often unaware of the appraisal process and, as a result, will not be arbitrary.
- Applicable to all educational groups at different ages and stages.

The limitations of this method are:

- The implementation of such a method requires constant vigilance and therefore boring.
- It is not possible to check thoroughly, because it takes a lot of time.
- It is not possible to create a suitable position for all students.
- Quality of perception, interpretation of a behavior is not the same for all.
- Behaviors are mixed together, and in some cases it is not possible to express a state or behavior and recognize them.

In any case, when it comes to the results of the observation, it is possible to make serious decisions that, in the first place, observations are made in a specific, repeated manner, and secondly, these results are confirmed by the tools and methods of evaluation. Obviously, many of the hasty judgments resulting from the lack of knowledge and knowledge of teachers and educational authorities may be contrary to justice and reality and cause harmful consequences.

7.2 Evaluation by doing work

If changes are made to the student in the psycho-motor field, then necessarily, for the evaluation of such changes, it is necessary to use the refinement through the work. Although the evaluation method through doing work is a kind of observation method, it is completely different from the observation method. In this way, the student knows correctly that it is being evaluated and the evaluation conditions are the same for all students. In this type of assessment, the student performs the task according to the instruction of the teacher, for example, creates an object, opens and closes the device, performs a test, and displays movements such as sports activities.

The teacher evaluates the changes made and the student's academic achievement in terms of practical skills based on the actions taken. In this way, the student's skill and speed of action are well-documented and evaluated. A judgment based on observation of behavior is objective and largely valid. At the same time, such a method has limitations. Many students' mental and

psychological dimensions are not measurable in this way, the type of interpretation of the results varies for teachers, and the general states and the personality of the experimenter influence the evaluation process. In all, this method can be combined with other methods to increase the confidence and confidence coefficient of judgment and evaluation.

7.3 Evaluation by Oral Examination

Evaluation through this test can be done in two completely different situations. In the first position, the student gives a permanent mark on his or her behavior, that is, the answer to the questions raised is recorded on a sheet, and later the teacher scores the answers based on his answers. In the second position, asking and answering both is done orally, that is, the teacher initially questions the question verbally and then judges on the student's behavior and responses. This kind of test is in fact an interview.

The student encounters a teacher and answers his individual questions. Oral evaluation is a good way to measure information, expressive power, order of thought, type of reasoning, focusing thoughts, and recognizing internal states of anxiety and fear. Such a test can be very useful and has scientific value and credibility. Provided that the questions are thought out and based on educational content already provided. The results of this test are reliable when it is far from any kind of personal opinion or intervention. An oral test is used correctly if the written test cannot be measured.

Benefits and Constraints of Oral Assessment

A) Benefits

- This method can have a strong diagnostic value.
- Can have immediate feedback and thus help encourage, strengthen student motivation and learning.
- With the help of this type of assessment, one can accurately measure students' skills in dealing with the facts.
- It is very useful to strengthen the students' expressiveness and reasoning, and comment on the presence of teachers and colleagues.
- It is a good way for students in the pre-primary and post-primary years that do not yet have the written authority.

B) Limitations

- The student may be afraid of speaking out what he knows to be defective.
- It takes a lot of time and therefore boring. Fatigue reduces the accuracy of the tester. Because most of the answers are not recorded, the accuracy of the test scores is not very reliable.
- It is very difficult to observe and record all responses when answering. Carelessness and the expert's opinion may enter into the flow of evaluation, and therefore two answers may be given equal scores.

7.4 Evaluation by written test

Of one evaluation tool is a written test. A test is a term used by different individuals in totally different cases. In general, it can be said that the test is a means for examining the teacher's regular observations of student behavior, interpreting observations, and converting them into numerical and quantitative scales. The written test is a set of questions the student must answer in writing so that the teacher can check their students more accurately by examining them and, if necessary, help them.

8. Types of New Evaluation Techniques

1- Evaluation and assessment with a dynamic and growth approach = continuous evaluation

The main characteristic of this kind of evaluation is its dynamism and its scope, and the teacher expects actions beyond the traditional tests to give a general picture of the totality of the student's personality. The results of this kind of assessment and evaluation are used to grow and promote the student, and most importantly, each student has the expectation of growth and development at his own level. In this approach, the evaluation process is continuous with the learning process. The results of this measure are not used to compare or grade students. Today, this method of measurement that accepts the individual differences of students and believes in the ability to grow in each one has been considered in advanced educational systems and is a turning point in valid evaluations.

The role of continuous evaluation in the training process:

Continuous or constructive evaluation is considered as part of the learning process. That is, the assessment is ongoing in the current education and the teacher is involved with it on a regular basis. Continuous evaluation in the design of the teacher's curriculum has a special place. That is, the teacher uses the results of continuous measurement in determining his next step in education, which is because education and evaluation are tied together and the student grows. Diagnostic evaluation is also a continuous and constructive evaluation, because its purpose is to get the student's shortcomings and possible mistakes in order to be used in the design of the next steps in the training.

In the growth evaluating and assessment, the use of evaluation results is at least as important as their collection. Students play a key role in the process of this assessment, because they are the ones who are at the learning center and play a central role in breeding or modifying a learned one. The more students participate in the learning process, the better and more they can expand or improve their learning in different dimensions, in other words, learn how to learn better.

Four types of evaluation are recommended for continuous evaluation:

- 1- Class questions and checklists
- 2- Evaluation of classroom activities
3. Out-of-class evaluation
- 4- Evaluation of assignments

8.1 Evaluation of classroom questions and checklists:

Class Questions: Questions are raised during the class. The purpose of these questions is to recall the learning needs for a general lesson, collect ideas and student information in relation to a subject, and such subjects and a student is questioned several times during a course. Tests are a tool for gradual evaluation. In this type of evaluation, the goal is not to score, but to mean that at each stage, certain behavioral goals are the extent to which learners are progressing and to what extent they have achieved educational goals. Therefore, it is necessary that the checkpoints measure the progress of the goals, and, at the end of the teaching, one or more of the relevant behavioral objectives will be made.

8.2 Evaluation of class activities:

Classroom activities that may be performed by an individual or group are the most important part of continuous evaluation. Therefore, the evaluation of classroom activities is not a score in classroom questions, but rather evaluation of the process of formation and development of skills and attitudes and is more likely to be seen by student behavior. In the course of that knowledge, athleticism, work and discipline, attention to others' speeches, acceptance of responsibility in the group, tolerance of opposition, flexibility, etc. are taken into consideration.

3. Out-of-class evaluation:

Out-of-class activities are an opportunity for learners to expand the classroom to real life based on their interest and facilities, and create new learning opportunities with their creativity. The preparation of a rating list based on the type of activity can help the teacher in the final judgment of the activities and provide appropriate feedback to the students.

4. Evaluation of assignments:

The assignment office is in fact the book by which students develop the subject. It is necessary that the assignments are prepared in a way that serves as a source of rewards for future students and an opportunity to stimulate participation and perseverance in learner learning and should be evaluated by the teacher, taking into account the individual differences of the students.

2- Evaluation through the list of observations:

The use of the observation list in the curriculum is a new way in which the teacher can judge the extent of student or group learning in different areas of skill, attitude and knowledge. These notes allow the teacher to track the achievement of educational objectives in his or her teaching program and to find out to what extent each student has reached the desired goals, and what kind of help is needed, and based on which information, it will rethink its teaching process.

The use of the observation list is a simple and rapid method through which the teacher can evaluate students in many educational goals that are not feasible in the end tests and use their results to improve the student's process. If this is done continuously and the teacher is informed timely about the educational needs of each student, he can take action to address those needs,

which is beyond the scope of the final evaluation. The review of the rating list allows the teacher to identify the common weaknesses of the students.

8.3. Folder evaluation

A carnet folder like a puzzle is a collection of student tasks that, by connecting them, can give a clearer picture of the student as a lifelong learner.

The folder can include teacher rating lists, student task reports, and teacher notes, reports of academic tours, and practical tasks and student projects. The folder is more than mere pieces of student work that has been collected without purpose and is a set of clear, purposeful, and informed works of the student that allows him to display his abilities in different ways.

The folder is a lot more than a container full of rubbish. A folder is an organized set of documentary documents that the teacher and student use to demonstrate the student's progress in different areas of knowledge, skills, and attitudes in specific subjects (Vavros, 1990).

Viewing the student folder allows the teacher to judge the student more confidently and based on documented reasons. Browse the student folder gives the teacher the opportunity to correctly identify his capabilities and plan his education in accordance with the theory of multiple intelligences.

8-4. Descriptive evaluation:

Based on the definition described by Dr. Hassani and his colleagues from the evaluation, we find the following.

Descriptive evaluation is "Using a ranked scale, instead of a distance scale (0-20), using descriptive work and tools for measuring and evaluating academic achievement of students in accordance with the scale".

The merits of descriptive evaluation design:

1. Increase students' self-esteem.
2. Not relying on a score of twenty.

3. Increasing the parameters to recognize the level of learning of each lesson in a coherent manner and, as a result, the student's weakness.
4. Creating a more intimate relationship between teacher and student.
5. Reinforcing work and scientific and practical training.
6. Increase the joy of students and their mood in school.
7. Removing the anxiety caused by the exam and that some kind of stress will be a serious obstacle to the learning process.
8. In this program, deep learning takes place and the scientific method is used to solve the problem.
9. Increasing the spirit of cooperation, empathy and ... in their students.
10. Increasing sense of responsibility in their students.
11. Because low-income students are placed next to active students, they also adapt to their own environment.
12. Psychological and narrative work for a class teacher and student.
13. Motivations, which are the sparks of creativity in the students' minds.
14. Increase positive competition among students.
15. All students are involved in curriculum development, and this creates a high level of social skills and linguistic skills.
16. Student behaviors are better viewed and can be considered as a contract study.
17. Each student is compared with his or her work and his progress is appreciated (the principle of individual differences).
18. Losing the feeling of disability in schoolchildren.
19. Creating skills and abilities to meet individual needs.

20. This plan is suitable for the development of the newly born countries
21. It is suitable for measuring mental processes and the resulting efficiencies.
- 22-Provide students with problem-solving situations.
23. Involves students in using knowledge acquired.
24. Different aspects of knowledge and comprehension of a learning process can be studied.
- 25-force the student to act, produce, and organize.
26. Creating a sense of student effectiveness.
27. Having descriptive work and describing the weaknesses and strengths of the education and training of each student.
28. Lack of stress in his student and his family.
29. Make it easy to continue your education and provide an appropriate context for general education for all students.
30. The parents have been constantly developing their children and are more responsible in this regard.
31. Creating an attitude of self-esteem in the student so that he can become a good speaker, a good listener, a researcher and a good critic.
32. Carry out similar activities to real-world activities in the daily work of students.

Disadvantages of descriptive evaluation design:

1. Creating grounds for low-paid students and those who have to go to school in accordance with the conditions and ready-made bedding for doing the assignment.
2. Creating grounds for low-motivated or impoverished teachers in such a way as to give them their own hands-on plan.

3. Failure to define the parameters in such a way that each of these parameters can vary based on the power and capacity of each partner in education.
4. Where the implementation of this project takes a lot of time, it seems that student density directly affects the work and activity of an effective colleague.
5. The number of students in the classroom is effective in the success rate.
6. Due to the fact that score is not important, the sense of competition is eliminated and students lose their motive (according to the teacher, the quality of the study is not important to the children).
7. Because the number of checklist and forms that each student completes is high, the teacher has a great deal of opportunity to do this, and practically less attention is paid to the evaluation.
8. The use of many forms of funding requires a lot of money, and maybe the main source of compensation.
9. According to observation, since the teacher has to study and evaluate students in the classroom for the entire duration of their stay, consider all aspects of emotional, social, educational, and ... attention to the basic points, including styling and writing in the book is not possible. For this reason, students in the first and second grades, especially in boys' schools, are not well versed in writing textbooks compared to other school students.
10. Because there are no clear qualifications for evaluation, they can provide a decent atmosphere for teachers at all levels, in an effortless manner, to spend time in classrooms with calm and unconsciousness, because there is no evidence of quality in education.
11. The parent's reliance on getting a score of twenty.
12. The difficulty of evaluating the class by the manager.
13. Teachers in this plan should be active, motivated and efficient.
14. In this scheme, the parameter is not higher than the expectation for elite students.

9- Innocence of descriptive evaluation in elementary school

The descriptive evaluation approach has been backed up by scholarship and has been successfully completed for many years. This human-induced approach addresses all aspects of the student's personality and seeks students to grow in these areas, but unfortunately, descriptive evaluators have introduced this new method as inefficient.

They believe that the entire drop in education in elementary schools is about descriptive evaluation. It is very clear that if the implementation of this method was carried out by teachers and managers who were motivated and skilled, they would have been able to solve many of the educational problems in schools and now we did not see the students' obvious and underdeveloped education.

Obviously, there are no plans without flaws, and it seems natural that the descriptive evaluation approach should not be the exception, but believe that at this time descriptive evaluation can address many of our students' needs today. However, here are the benefits, disadvantages and injuries to the plan as well as suggestions to address existing challenges.

Thinking points:

1. Some people see the lack of unequal competition among students in descriptive evaluation as disadvantages of the plan. If we know that the ability of two people is not the same, and in the quiz to learn, weak people will always fail, which is the result of frequent failures except despair and humiliation. We do not want our schools to deliver such people to society.
2. Some believe that the scales should be increased so that the result of the very close competition between zero and twenty could be revived (this means returning)
3. Some of the special schools to stay away from the scientific contests and the future makers and the apparent shine of the school have broken the descriptive evaluation plan on some bases.
4. Everyone works according to his taste.
5. Some teachers believe that the assessment of some courses, such as math, should be small.

10. Discussion and Conclusion

The purpose of this study was to investigate the weaknesses and strengths of methods for assessing and assessing teachers' grades in schools and providing solutions for improving the status quo. The experience of more than seventy years in the country's educational system suggests that any scholar finds that the traditional system of education, especially in the academic base, is confronted with many problems.

Perhaps the biggest problem that can be felt in Iran's educational system in primary schools and even in guidance is that it is based on quantity and grade; whereas today and in today's world, the focus of education for children and adolescents is to understand the concept, not quantity and quantity.

A few years ago, some educators in the field of educational affairs examined a plan that, albeit experimentally, in some schools in the country, instead of the system of scoring the system of conceptual understanding of students changed which was conducted in 25 schools.

The results of the evaluation of the plan have shown that the level of mental health in the teaching and learning environment has increased and in addition to improving the learning and increasing the satisfaction of parents, the decline and repetition of the base of the students covered by the plan has also decreased significantly. In this way, only one percent of students covered by the plan have been denied. The policy makers of the country's educational system who sought to improve the quality of education in the 1970s considered the challenging points of the system to be an evaluation system and believed that existing evaluations had serious problems. The symbol of this attention to the evaluation system's sub-system was the presentation of a two-stage exam and conceptual design called continuous evaluation.

According to experts, unfortunately, continuous evaluation in this decade, as it should not have been able to open its place in the country's educational system, and this disturbance and a negative look at the existing evaluation system continued for many years.

This year, the Supreme Council issued a three-year implementation plan describing a descriptive evaluation project, and with the selection of schools in the provinces, its implementation began at the first to third elementary schools.

The basic aim of descriptive or qualitative evaluation is to improve the quality of learning and to improve the mental health of the learning-teaching environment.

In this project, the emphasis is mainly on process evaluation (developmental), performance evaluation and continuous feedback and correction of teacher to student, and less attention to final evaluations. The central principle of this approach is "evaluation for learning," not evaluation of learning, which is the basis of evaluation in a traditional way. Also, in this type of evaluation (descriptive), other than written tests, other tools such as a work folder, a performance test, a homework, and descriptive workflow are also used.

The features of continuous assessment and evaluation include:

- Attention to social, emotional, different levels of learning;
- Reducing anxiety and competition among students;
- Providing favorable parenting backgrounds to students' academic affairs;
- Increasing interest in learning among students and teaching among teachers;
- Changes in the way of judging about the performance of learners and their academic achievement;
- Using various tools in the process of evaluation, learning and teaching;
- Strengthening the principle of partnership, co-operation and activity in group work and strengthening social relations;
- Attention to methods of self-measurement and peer-review;
- Attention to descriptive feedback to learners during the learning process;
- Reducing student-teacher dependency;
- Pay attention to deep learning.

What is clear is descriptive evaluation which leads to improving the quality of learning by moving the teaching-learning process from paying attention to the memorization and mental

accumulation of students to deep, lasting and practical learning and describing it with the help of various qualitative methods. By preventing distressing pressures and hardships in the classroom and in the school, it provides a learning environment for students to learn as much as possible. A descriptive evaluation plan in Iran's education can be one of the important innovations in our country's education field which is capable of providing new faces of goals and valuation tools, creating a new transformation in the educational system, and a fundamental and widespread transformation in other components of education.

In the end, it's best to end this article with some suggestions:

1. Formation of retraining courses for teachers, deputies and district authorities and parents
2. Use of instructors and tutors to resolve executive problems
3. Remove the scientific tournament, future builders and small instructors in the school unless they are conducted in descriptive evaluation.
4. Holding the festival for descriptive evaluation method with all its dimensions
5. Use of audio and video capacities for the proper design of the project
6. Coordinating the content of the book with descriptive evaluation.
7. Consider the difficulty of working for the teachers of the descriptive designer.
8. Formation of reinforcements during the summer to empower poor students, not to leave them unnoticed until the month of September. In this case, the evaluation is no longer ongoing.
9. Attention to the density of classes
10. Evaluation should be continuous, dynamic and growing, and descriptive, verbally or in writing. It depends on the teacher.
11. If the report of academic progress is descriptive, it will eliminate the weakness of the ranking, since each student has his or her own report. As long as the teacher does not spend enough time, a descriptive evaluation will not work properly.

Education is an important category and should be spent on it, but unfortunately, there is no such determination. Therefore, we should not expect the achievement of the great goals of education, because it does not achieve the prospects of development with laziness and negligence and passivity.

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