



Descriptive Evaluation Effects on Achievement (in Mathematic, Reading and Writing), Test Anxiety and Creativity

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ABSTRACT: The main goal of this research is the study of descriptive evaluation effect on educational progress of students in courses of mathematic and Reading and Writing test anxiety and the degree of creation in Fifth grade students. The statistic society of the research includes the 100 students of the fifth grade in Bojnord city. Students randomly have put in two 50 persons groups called experimental group and control group. Each group's teachers have both scientific and practical qualifications certificate from the Ministry of Education, the only existing difference between them is in their functions in the way of evaluation from students' activities, and the quality of offering feedback. In control group, evaluation is from activities and in form of quantitative and by scores and evaluation in experimental group is descriptive and offering check list. Research method is quasi-experimental with setting the control group and experimental group. From the descriptive and inductive analyse of data the below results obtained: Descriptive evaluation has the positive effect on educational progress of students in mathematics and Reading and Writing courses. Descriptive evaluation is effective in decreasing the test anxiety of students and also has the positive effect in the student's creativity level. Therefore to introduce and teach the descriptive evaluation, holding training workshops and broad researches is a must (necessary).

Key words: Descriptive Evaluation, Educational Progress, Test Anxiety, Creativity

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INTRODUCTION

Students evaluation and examination count as a key factor and important to revise the schools, to develop the education and learning [1]. Evaluation system is one of the main rings in curriculums of any country that's not only affect the students learning guideline, but activities types and evaluation procedures should be based on the type of activities in the schools also affected. The goal and circumstances and done activities [2]. One of the basic and important factors in curriculums and world educational systems is evaluation of training progress. This matter has attracted the attention of educational politicians and experts [3].

Evaluation and training progress and exams have important role in human society and therefore have criticized several times. In United States schools perform more than one million tests daily that this subject shows the importance and necessity of exams review in traditional exams and tests. One the other side one of the most important factors on reforming education system-learning of every country and making basic change in teaching quality- is schooling learning and measurement system development. Causing and reason of this emphasis must search in role and place of test and evaluation in education collection. As far as the quality of every educational system, that's efficiency and reaching to educational- social goals is determined by evaluation system and training measurement. Thus for education revise must notice to evaluation element. The importance of evaluation measurement subsystem in country education system is so that some experts and authorities determine traditional subsystem of schools tests as one of preventing factors in change and revise of education system [4].

In evaluation of training progress emphasis accumulation evaluation and conquering of this kind of evaluation, especially in the quantitative view, has caused problems which the main is not completely achieving of training goals, also effects such as "document-based system", stress, cheating, limiting the students creativity, negative view to school etc.[5]

In the educational evaluation society 5 there is unanimity over this subject that damage of risky tests (such as ending term tests) is more than its profit [6]. The weakness of educational evaluation system has affected even in the international results of Iranian students, as an example the results of international researches of Times test which has performed in the years 1995 to 1999, It shows that the common evaluation system in Iran schools practically the teaching process has limited the learning in classes and has worked so weak processing[7].

In recent years the evaluation methods in education in our country have changed so often, which the result of this changes is to move from quantitative evaluation and result-centered (The Behaviorism view) to qualitative evaluation, continues, descriptive and process-centered in the constructiveness view. Addictiveness is the point of view in learning which sees the learning as a seeking process. In this process the learners are active and cause of interactions with their environment make the needing knowledge [8].

Traditional measurement depends on formative test and through it the student is measured by a bunch of abstract questions and frequently subjective. The questions of this test are Inviolable and the teacher never find an opportunity to offer a necessary feedback to students also students never find the time for analysis the question [9].

Excessive attention to accumulation evaluation performing in schools so limited performing the creative evaluation that deals with over viewing the process of students learning. So for solving the common problems in the field of creative and accumulation evaluation in some expert sessions has decided to change the quantitative scales (20-0) to qualitative and ranking scales in experts session and is used measurement tools in learning process, such as portfolio (, behavior observation in schools etc. [10].

This plan is entitled as descriptive evaluation which from the performers' point of view means to utilize the rating categorized scale (completely achieved, achieved, partly achieved, must take more effort) instead of scale (0 to 20) and also utilizing descriptive report cards and tools for measurement of students educational progress evaluation suited with demanded scale [11] descriptive evaluation is a qualitative model which tries to attend to depth and quality of students learning unlike common evaluation patterns, instead of quantitative, through of attention to educational curriculum scales and offers a description of their situation and make evaluation in service of learning and education. The main characteristic of quantitative traditional evaluation is particularly appeals to measure students and wouldn't let an opportunity to students for self-evaluation and receiving effective feedbacks from the teacher. In front, the main feature of descriptive evaluation is in its dynamism and extension and expected actions beyond the traditional tests from teachers. From the results of this kind of measurement and evaluation is used in direction of students growth and improvement and the most important is expected from students, enrich the growth in fit with their ability. In this approach the evaluation process is mixed, current and continuous with education process and have been emphasized increasingly as a tool for improvement of learning process [12].

In such process of evaluation the students have the main role, because they locate in the center of learning and perform the basic role in improvement and reform of a taught. More students participate in education process, more and better improve and extend their taught in different aspects. Descriptive evaluation influences students activities in class with emphasize on evaluation in training process. In Descriptive evaluation the teachers change the teaching style and the way of feedback and students homework, in addition they use the other tools such as students' observations in real conditions and record the needed information, portfolio, checklist, functional tests, using of self-test and peers test methods and to offer and report of students' progress. This tools offer a sharper image from the learning process and results gained from students' efforts for teacher [13]. The results of Bloxham and West researches [14] show that students more accept from descriptive evaluation tools (such as portfolio, doing a project, evaluation from themselves, evaluations from peers and evaluation without test) Thus students learning will increase while using of descriptive evaluation tools. The type of evaluation that takes from student and the kind of feedback that offers to him, highly effects on self-concept forming and the level of self-esteem and students creativity in his educational progress; and these elements are related together in form of sequence and effects on each other. That's why we need a kind of evaluation system that gives to every student special importance and gives him positive feedbacks and developmental homework and believes that every student has the growth ability, and continuous progress. The descriptive evaluation goal is the improvement of training quality and also enriches the learners' self-esteem).Among the evaluation goals and necessities is defining the level of students' abilities and readiness for learning and planning in order to compensate insufficiencies and faults related to students pre-known, Choosing suitable learning methods, beginning teaching-learning activities, creating the self confidence in students, creativity, identifying the strength and weakness points in teaching process, developing research spirit, thought and initiative, identifying the results and giving the modifier feedbacks to students from the level of needed function, plan reform and development and educational tools and teaching methods etc. Among the descriptive evaluation goals:

- 1-Development of teaching-learning process quality
- 2-Preparing suitable field to remove Twenty-oriented culture
- 3-Emphasis on training goals from regarding to learning process instead of emphasis on concept
- 4-Suitable field for eliminating the final term exams sovereignty in determining educational destination
- 5-Increase the mental hygienic in learning-teaching environment with decreasing the value of real mark

One of the emotional problems caused of evaluation in schools is the test anxiety 14. When students' performance is evaluating, there is the probability of emotional reaction. Ambiguity fear and insecurity feelings affected by factors caused in special environments and times so that when the person is located in anxiety situation, wouldn't show anxious reaction. The school also includes situations (attitude and behavior of teachers, disciplined evaluation styles and peers behavior), which depends on the kind of performance can make anxiety. The students that achieved to get high marks in severe competition with other classmates frequently have anxious and unbalanced characteristic [15] therefore what is important in school anxiety is insecurity feelings caused from available factors in school.

By performing the descriptive evaluation plan, the students test anxiety increased remarkably and can train teachers, students and their parents these important courses that anxiety caused of marks is unreal and more important is controllable. Also give the opportunity to students with the least anxiety experience the learning [16].

In descriptive evaluation attitude, the teachers measure students' progress with descriptive statements and sometimes in the written form the researches show the positive results of personal and descriptive measurement on educational performance of students [17]. In descriptive evaluation tries to with emphasis on executive and creative evaluation and offering descriptive feedback is prepared the better circumstances for learning and this matter has positive results on students' belief and their educational performance. In the importance of educational progress evaluation, referring to literature and subject history have done numerous studies.

Wu and Tsai [18] attained to this result that the students in constructive-based education group have better learning outputs compared with traditional ways.

Also the result of Lubbers [19] shows if the evaluation system ruling on class is on that way that causes emotional atmosphere or high social relations, the students' progress also will develop. Namvar et al. [20] came to this result in their research called "The descriptive evaluation comparison in anxiety decrease and self-confidence increase in primary level" that students in descriptive qualitative evaluation executive schools have less anxiety and more self confidence in comparison with traditional schools students. Zarei [21] in his research called "descriptive evaluation effect on learning creativity and participation and educational performance in primary level" came to this result the group under descriptive evaluation has positive effect.

Haghighi [5] has done a research under name (descriptive evaluation role in students learning in Tehran second grade primary schools). She came to this result the students learning levels under the descriptive evaluation have meaningful difference and students in descriptive evaluation group have performed better than the other group. Karimi [9] in a research under name of "Study of the new descriptive evaluation effect on behavioral disorders in the students of Shiraz primary schools" came to result the behavioral disorder under the descriptive evaluation group has decreased.

In the Razmara research [1] called "Study of descriptive evaluation role in anxiety decrease and education progress improvement in second level Coeducational schools came to these results:

- The difference between Farsi and Mathematic grades and the educational progress of students which are evaluated traditionally and the students which evaluated descriptive is meaningful (remarkable) and grades of the students which evaluated descriptive is much higher.
- The students which evaluated descriptively show less anxiety test from the students that evaluated traditionally.

The Kaki and Almasi [8] research results which called comparison of effectiveness descriptive evaluation (qualitative) and quantitative on the level of learning, anxiety and interest in learning of students show that:

- 1-Descriptive evaluation decrease 55% the level of anxiety.
- 2-Descriptive evaluation than quantitative evaluation, would increase the interest to learning, study and school.
- 3-There's a meaningful connection between the mathematic course learning and Farsi course learning, in two ways of quantitative and qualitative evaluation.
- 4-Learning in qualitative evaluation style had been better.

Considering that descriptive evaluation plan is new in the country, this matter needs more researches in various fields, up to now many researchers have done in effectiveness of descriptive evaluation and its effect on learning and students emotional features such as their anxiety level and their self-esteem, but less researches have done about the creativity component and its relation with descriptive evaluation, this research with aim of validation on the previous researches and study of the other components of descriptive evaluation is accomplished. The goal of this existing research is study on effect of descriptive evaluation in the level of creativity, anxiety, and educational progress of the students in primary Fourth grade in mathematics and Farsi course.

Research hypotheses:

- 1-The descriptive evaluation has effects on the level of students' educational progress in the mathematics course.
- 2-The descriptive evaluation has effects on the level of students' educational progress in the Reading and Writing course.
- 3-Descriptive evaluation has effects on decreasing the level of the students' anxiety.

There's a significant difference between the creativity level of students in the group included descriptive evaluation and the other students.

MATERIALS AND METHODS

The research statistical population consists all the students (boys and girls) of primary Fourth grade which studying in North Khorasan, Bojnord's schools that are about 2000 people. Descriptive evaluation plan in Bojnord city is in the way which some areas include the plan and some will be include from next year. For example in some areas grades first to third are include in the plan. In the other areas grades from first to fourth included in plan and some other areas the grades from first to fifth are from the plan. Because of this sampling in random bunching style multiphase is taken. First from the Bojnord city areas, three areas randomly is chose, then from the schools under the area's cover which included the descriptive evaluation plan, four areas are randomly chosen and also four schools from the areas which haven't included the descriptive evaluation plan are chosen. These

schools are chosen from the Coeducational and Mixed schools in Bojnord city. From each school randomly approximately 10 or 12 students have chosen. Which organized in whole 50 students in experimental group (Students include in descriptive evaluation plan) and 50 students in control group (aren't include in descriptive evaluation plan).

The research method is half experimental with defining the control and experimental groups.

The research tools

Educational progress test in the course mathematics and Reading and Writing: This test included 30 questions which came up with the skilled teachers according to the defined educational-behavioral goals, and for the narrative study of this test it has been observed and endorsed by the guiding professors and consultant and some skilled teachers of Fourth primary grade. Tests reliability¹⁹ in the style of revival gained 0.93. Therefore the tests are reliable.

Abedi's test creativity: For measuring the students' creativity the pencil-paper test is used (which has 60 questions). Test materials are located in four groups (fluid, creativity, flexibility and extension). Abedi in the year 1386 at the California University with assistance of a statistics and research method course student remodeling this test and revisited for several times. To calculate the reliability of creativity test the Cronbach Alpha style and fifty-fifty is used, which for fluid scale, flexibility and extension and the whole test, The results 0.85, 0.71, 0.83, 0.71 with the Cronbach Alpha style and values 0.84, 0.79, 0.81, 0.86 with the fifty-fifty are obtained.

For sake of test validation from students, the Torrens creativity test as the validation indicator concurrently is taken, which the correlation factor among the Torrens test score sum and test score sum equivalent 0.48 reported. In Mombini's research for measurement of the creativity test reliability, the Negros test in creativity relation has used. So that in four small indicator scales, related to the creativity at least in the 0.02, there's a significant relation [11].

Test anxiety questionnaire measurement: questionnaire Spielberger [22] which has twenty articles and describes test reactions before, while and after. This test has performed over and over on students of primary level by Abloghasemi [3]. If the student obtains fewer score, has less anxiety. Internal lasting parallelism correlations, fifty-fifty and retesting the scales has gained test anxiety in order 0.92, 0.92, 0.90[1].

RESULTS

Table 1 shows the Standard deviation, educational progress, courses of mathematic and Reading and Writing course in segregate of groups. As it seen in the table number 1, the average and standard deviation in Reading and Writing course in the students of control group which evaluated traditionally is 17.07 and 2.11, in the experimental group which included the descriptive evaluation plan is 18.07 and 1.22.

Also the average and standard deviation in mathematics course in the control group is 2.3, 16.12 and in the students of experimental group which included of plan is 1.64, 17.46.

Table number 2 shows the average and standard deviation of test anxiety of the whole sample group in segregate of groups.

Table 1. Descriptive statistics of educational progress in segregate of groups

Education Progress	Type Of Group	Number	Average	Standard deviation	Standard error of the mean
Mathematical	Control	50	16.12	2.32	0.33
	Experimental	50	17.46	1.61	0.23
Reading and Writing	Control	50	17.07	2.11	0.29
	Experimental	50	18.7	1.22	0.18

Table 2. Descriptive statistics of test anxiety in segregate of group

Type Of Exam	Type Of Evaluation	Number	Average	Standard deviation	Standard error of the mean
Test Anxiety	Control	50	19.29	16.33	2.46
	Experimental	50	8.55	8.8	1.11

As you see in the table number 2, the average and standard deviation the control group is 19.29 and 16.22 and in the students of experimental group which included of plan is 8.18 and 8.55.

Table number 3 shows the average and creativity standard deviation in both groups.

Table 3. Descriptive statistics of creativity in segregate of group

Education Progress	Type Of Group	Number	Average	Standard deviation
Creativity	Control	50	147.93	12.93
	Experimental	50	159.23	13.70

As you see the average and creativity standard deviation in the control group is 147.93 and 12.93 and in the experimental group is 159.23 and 13.70.

In study of the first and second hypothesis which knows the descriptive evaluation effective in the students educational progress in the courses of Mathematics and Reading and Writing in the Fourth primary, considering the gender variants and the evaluation kind, the multiple variance analysis test has used.

Table number 4 shows the two way variance results for the mathematics course points.

Table 4. The two way variance analysis for the diversity of mathematics course points

Source Of Variance	SS	DF	MS	F	Sig.
Evaluation	48.14	1	48.14	12.13	0.001
Sex	2.809	1	2.80	0.70	0.40
Gender Assessment	7.659	1	7.65	1.93	0.16
Error	3733.01	94	3.96		
Total	28056.5	98			

P< 0.001

The variance analysis results (P< 0.001 and F=13.12) is showing the significance of the descriptive evaluation effects on the points and educational progress in mathematics course and gender variance is not significant (p<0.40 and f=1.93) it means that there's no difference between the boys and girls group in mathematics points. The effects of interaction of evaluation variances and gender variances are also insignificant (P<0.16 and F=1.93), Therefore the two variances are independent and increasing of mathematics points in the experimental group was by the effect of evaluation kind and not related to gender differences.

The table number 5 shows the two way variance analysis results for the Reading and Writing course points. Independent variance is the descriptive evaluation.

Table 5. The two way variance analysis for the Reading and Writing course diversity

Source Of Variance	SS	DF	MS	F	Sig.
Evaluation	23.26	1	23.26	7.78	0.006
Sex	3.718	1	3.71	1.26	0.26
Gender Assessment	8.995	1	8.99	3.04	0.08
Error	283.74	96	2.96		
Total	31130.94	100			

P<0.08

Considering the table number5, variance analysis (P<0.08 and F=78.7) is demonstrating the significance of descriptive evaluation effects. So the experimental group which included the descriptive evaluation plan has obtained the more Farsi grades in comparison of the control group. Also the gender variance effect is insignificant (P<0.08 and F=1.26) There's no difference between the boys and girls in the Farsi grades. The effect of descriptive evaluation variance and gender is not significant as well (P<0.08 and F=3.04) so two variances are apart from each other, in the other way increasing of Farsi grades of the experimental group students is under the descriptive evaluation effect and it has no relation with the gender.

The table number 6 shows the two way variance analysis results for the test anxiety grades. Independent variance is the descriptive evaluation.

Table 6. Variance analysis for the anxiety grades

Source Of Variance	SS	DF	MS	F	Sig.
Evaluation	2956.86	1	2956.86	20.66	0.000
Sex	448.33	1	448.33	3.13	0.080
Gender Assessment	1239.4	1	1239.24	8.66	0.004
Error	13449.29	94	143.08		
Total	35335	98			

P<0.000

Variance analysis results (P<0.000 and F=20.66) is demonstrating the significance of descriptive evaluation effects. So the experimental group has less test anxiety in comparison of control group. The gender variance is insignificant (P<0.04 and F=3.13) and There's no difference between the boys and girls in the test anxiety. But the effect of descriptive evaluation and gender is significant as well (P<0.04 and F=8.66) so two variances aren't apart from each other and decreasing in test anxiety has a relation with the gender. Therefore the girls in the descriptive evaluation group have obtained the fewer grades in anxiety test scale.

The table number 7 shows the two way variance analysis results for the creativity grades.

Table 7.two way variance analysis results for the creativity grades.

Source Of Variance	SS	DF	MS	F	Sig.
Evaluation	514.001	1	514.001	10.28	0.001
Sex	37.0012	1	37.0012	0.74	0.48
Gender Assessment	13.6	1	13.6	0.27	0.16
Error	4900.00005	98	50.000004		

P<0.001

The two way variance analysis result ($P < 0.001$ and $F = 10.28$) is demonstrating the significance of descriptive evaluation effects and with 95% certainty, there's a significant difference between the creativity of the experimental group (descriptive evaluation) and the control group (quantitative evaluation) and creativity of students in the experimental group is higher than the control group. There's difference between boys and girls creativity, but the difference is not significant. ($P < 0.48$ and $F = 0.74$) so the gender effect on creativity is not significant. The effect of descriptive evaluation interaction and gender is not significant too ($P < 0.27$ and $F = 0.27$).

DISCUSSION

This existing research has accomplished the study of effect of descriptive evaluation on educational progress in courses of mathematic and Reading and Writing and test anxiety and the degree of creativity in the coeducational schools students of Bojnord city, based on the students profiting of descriptive evaluation or quantitative evaluation (numeric). Results showed that difference in grades indicators of educational progress of students in the in courses of mathematic and Reading and Writing in both groups is significant, it means that the students which evaluated in descriptive style (qualitative) have the better educational progress than the students which evaluated quantitatively. These findings with Zarei researches [21], Kakia and Almasi [8], Razmara [1] and Haghghi [5] in Iran and Lubbers [19] and Wu and Tsai [18] are in the same align.

This research also showed the students which evaluated in descriptive style experience the less test anxiety than students which evaluated quantitatively and have less test anxiety, this result with the results of Namvar [20] researches, Karimi [9] and Haghghi [5] These results are in the same align with Zarei researches [21].

Regarding to this research results and previous findings, it can be said that anxiety increasing in the bothering thoughts which have no logical connection with the subject, leads to reduction of attention to the subject matter and with this way interferes in learning process. Worry itself is one of the test anxiety factors is more the result of having much attention to the consequences of failing in exam and comparing one's performance with another person. These features are for the quantitative evaluation specifications and have no place in descriptive evaluation. Because in these style persons performances would not compare with each other and performance of each person will compare with his former performance. Descriptive evaluation is a ground for measuring the personal differences and it believes to the growth ability of each students. Therefore anxiety reduction and educational progress increase in descriptive evaluation group is obvious and justified. From the research results follows that descriptive evaluation with offering the feedback in all education stages become the cause of educational progress, improvement and significance of learning and creativity. This improvement in learning and educational progress as a result of creative evaluation caused of the positive attitude [17]. Descriptive evaluation has the greatest effect on spiritual-mental hygienic of students and it's effective on the students interest and creativity. Also benefiting of descriptive evaluation (creative and lasting) would cause of the serious existence of students in the class and increasing their educational progress. Since that the descriptive measurement is performing continues and lasting and through the times, not only the judgment power but also grants a deep insight into the science, skill and the learner's attitude about the course topic to the evaluators and teachers, but also it caused the learner's final grade instead of relying on one single and unique grade, which is the same traditional final exam, and is the result of numerous evaluations at the same time And finally deduce that the kind of evaluation as one of the main education system factors effects on the other factor. The function of descriptive evaluation on student, environment and the learning process has some effects which each of them is an important goal for every educational system.

Offers: Descriptive evaluation is abstracted from the new aspects of learning, therefore at the same time with performing the descriptive evaluation plan, it should the learning ways and training suited with that and teach that as the form of workgroups and educational workshops to the teachers.

Despite passing the years from performing the Descriptive evaluation in the country, in some areas we see that teachers still works with the traditional way and quantitative and knows no regards for the plan, The necessary educations about the functional benefits of plan and doing more researches for the validation the shining results of Descriptive evaluation should be on the head of Education works.

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