

The impact of descriptive evaluation on knowledge and achievement of Meta cognitive of the elementary students of Boushehr city

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Abstract: The current research has been done with the purpose of impact of reviewing of descriptive evaluation on met cognitive knowledge of the elementary students. The process of this research is over- comparative. Its statistic society includes the students of four ranks of elementary students of Bousheshr city in 2009-2010. Due to the fact that the evaluation is done only in two schools and includes 180 students, due to being small society, the entire students were used as sample. The statistic sample includes girl students and boy students of fourth rank. In this direction there was used of the Panaura & Filipoo met cognitive knowledge questionnaires (2005) of students. The conclusion of the regression analysis test implies of significant impact of descriptive evaluation into the traditional evaluation on the level of the Meta cognitive knowledge.

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1. Introduction

Education system needs to use education evaluation in order to determine the measure of success of the programs and or implementation of education purposes. (Shymansky James A. Larry D. Yore, John O. 2004) defines the education achievement evaluation the measurement of learner functions and comparison of the results with education purposes, in order to make decision in this issue that whether the educational activities of the teacher and learning efforts of the students, how much cause to favorable results. Evaluation affects the contents and education quality. (Hill Heather C., et.al. 2005). Some define the evaluation impact in the education with the word outcome of the evaluation. (Wall & Alderson, 1993:52), This word means that evaluation effects on teaching and learning, education system and all of the participants in the education process (Andrews,2004:46).The main purpose of the evaluation is facilitate of student learning and improve the education and learning environment. Teachers use of obtained information of all kinds of measurement strategies and evaluation in order to judge about students, this information helps teachers to plan learning experiences and activities in the classroom for efficient and effective learning and or change it. Also evaluation is used to report the achievements to the students and parents and help in education decisions and promotion of the students too. Evaluation was focused on the content and keeping in the past and present and student achievement is done by using of the traditional strategies like pencil tests-measured papers. Noting the new approaches in the content of the curriculums and necessity of orientation to the creative thought,

problem solving skills, supervision on learning itself and its control... evaluation needs to use untraditional strategies (Gary Natriello. 1987). One of the reduction ways of the current problems in the current evaluation system is replacing of the descriptive evaluation with traditional evaluation. Descriptive evaluation plan is a pattern that by using of genetic evaluation, functional evaluation and giving feedback tries to guide the teaching-learning process of noting to the preserves and mental accumulations of the students, refer to the comprehensive profundity and quality of them and or by using of the different equipment's like working directory, check list, view validity registration, functional tests ...,provide a description of their learning situation and cause to the improvements and developments of the skills, knowledge and student attitudes and at the end cause to their educational achievements. The most researches dedicates that changing the evaluation approach of traditional to the descriptive cause to the improvements of the students learning (Darling-Hammond, L. (2000), (Hanushek, Eric A. (1992), (Kane, Thomas J., Douglas O. Staiger (2008).The reason of this act is increase in the interaction between teacher and students that cause to frequent feedbacks between them and at the end cause to the learning improvement, in this process teacher is the supporter of the students in the learning environment, Dreeben, R. (2000) saw that interaction of the students with the teacher and classmates in the classes subject to descriptive evaluation plan is more. Humiliation, vituperation and extremist blames of the students is due to the undesirable education function of the current events in the schools that can consider it of the emotional child abuse indicates that exam

anxiety fear of assertive, lack of self-confident, physiologic reactions in the schools under the descriptive evaluation plan is significantly less. Whereof exam anxiety cause to the physical and psychological symptoms (Elaine M. Justice, Teresa M.2001), then descriptive evaluation changes the emotional space of the class with its methods and policies and so make an environment without stress and pressure. This will cause to reduction in the trauma to the children (DOUGLAS F. KAUFFMAN, 2004). By implementing the descriptive evaluation in the elementary schools, needed knowledge and teachings such as Meta cognitive knowledge is provided to the students that if be provided in appropriate expertise of its learning, can turn the students to the most efficient learners. This is done by informing the student by teacher. In fact this activity is a kind of Meta cognitive feedback that is provided by teaches to the student. Accessibility to the child Meta cognitive needs attention in the learning process and analysis of the mistakes and students achievements that cause to a kind of feedback that is famous to the Meta cognitive feedback. Black & William (1998:57) too believe that one of the main reasons in the education promotion through class measurement is effective feedback to the students. In fact the feedback effect is so strong that some of the pundits called it a main principle in the learning. By involving the students in the descriptive evaluation can increase the power of self-measurement and similar-measurement in them. Research studies also indicated the positive effects of self-measurement and similar-measurement on the student's educational achievement and function in different age groups and lessen (Fotana & Fernandes, 1994:410). Perkins & Salomon (1992) emphasize on the necessity of the awareness of the student of its educational status and involving in a meta cognitive process and consider its notion awareness of one in its thought that can control it in this way whenever he wants (Elaine M. Justice and Teresa M. Dornan, 2001). Black & Harrison & Lee & Marshall & William (2004:12) And Berry (2005:227) believe that students learn by two process of self-measurement and similar-measurement that how to supervise on own and others learning and manage and control it. For this reason can expect that students under the cover of the descriptive evaluation plan, by using of these methods will have high Meta cognitive knowledge. In this research the researcher tries to review the level of the impact of descriptive evaluation on the Meta cognitive knowledge of the elementary students. In It means he plans to compare the impact of the descriptive evaluation and traditional and the students that were evaluated by these two methods, from the level of meta cognitive

knowledge in order to make clear the impact of the descriptive evaluation on the meta cognitive knowledge. If the level of the Meta cognitive knowledge of the students that are evaluated by descriptive process will make clear that effectiveness and level of the descriptive evaluation on the Meta cognitive knowledge more than students that are evaluated traditionally. In this direction the main problem is that the level of the impact of descriptive evaluation on the Meta cognitive knowledge of the students will be determined. Thus the current research follows up the implementation of the following purpose.

1.1. Reviewing of the level of the impact of descriptive evaluation on the Meta cognitive knowledge of the student

This issue consist the logical infrastructure of the questions of the current research, there are raised two main questions in this research: 1- How much is the impact of the level of the impact of descriptive evaluation on the Meta cognitive knowledge of the student? 2- How much is the impact of the traditional evaluation on the level Meta cognitive knowledge of the student?

2. Material and Methods

1.2. Research process

Considering that the current research is reviewing the of the impact of descriptive evaluation on the meta cognitive knowledge of the student that are involved in the descriptive evaluation plan against the students under the traditional evaluation and comparing them in two group so the used research process s of the kind of over-comparative.

Statistic society: Statistic society of this research includes students of the fourth rank of the elementary school of Boushehr city in the 2009-2010.

2.2. The sampling process:

Generally the plan of descriptive evaluation in the fourth rank was done only in toe schools that provided some questionnaire researches to all of the girl and boy students' f these classes that included 50 girl student and 40 boy students and their meta cognitive knowledge was evaluated.From all of the elementary schools of the Boushehr, that were evaluated traditionally, two school was chosen that were similar to the schools that were involved in the descriptive evaluation plan and from point of quantity of the students and education area provided some questionnaire researches to the fourth rank students. Information compilation tools in the students: From Panaura & Filipoo questionnaire (2005), that was composed to measure the Meta cognitive knowledge of the elementary students, was used. This questionnaire includes 30 inserted phrase and of the likert spectrum. The selections are (always, often, sometimes, and rarely) and grading them is

considered for positive statements since 4 to 1 and for negative statements since 1 to 4. Panaura & Filipoo (2005) reported the stability of this test 78%. It considered this test with high justifiability. In the current research too once again the coefficient of stability of the test was calculated by method of Alpha-Chronbach and the value of it was 82% that is significant in the level of the ($p < 0.001$).

3.2. Statistic methods of data analysis

There was used of SPSS software with 16 versions in this research in order to analysis of the data. In the perceptible level there was used of the simple regression analysis.

3. Results

1.3. The impact of the descriptive evaluation on the Meta cognitive knowledge

There was used of the regression analysis in order to determine the impact of the descriptive evaluation on the Meta cognitive knowledge, the obtained results of this test are mentioned in the following table.

Table (1): coefficients of standardized and unstandardized regression

	R ²	R ² Adjusted	B	β	Significant level
Descriptive evaluation	0.234	0.226	5.298	0.484	0.000

The results indicated that the impact of the descriptive evaluation on the Meta cognitive knowledge is significant in the ($p < 0.01$) level. The results indicated that 22.6% of variance of the Meta cognitive knowledge is due to the descriptive evaluation Prediction of the Meta cognitive knowledge.

3.2. The impact of the traditional evaluation on the Meta cognitive knowledge

There was used of the regression analysis in order to determine the impact of the traditional evaluation on the Meta cognitive knowledge. The following table shows the relation and the impact of the traditional evaluation on the Meta cognitive knowledge:

Table (2) coefficients of standardized and unstandardized regression

	R ²	R ² Adjusted	B	β	Significant level
Descriptive evaluation	0.039	0.028	3.527	0.197	0.063

The results indicated that the impact of the traditional evaluation on the Meta cognitive knowledge is not significant in the ($p < 0.05$) level. The level of the ($\beta = 0.197$) indicates that the traditional evaluation has not the power of the prediction of the Meta cognitive knowledge.

4. Discussions

The subject of this research is reviewing of the impact of the descriptive evaluation on the Meta cognitive knowledge of the elementary students. The purpose of the implementation of this research, is determining the level of the effectiveness of the descriptive evaluation on increasing the Meta cognitive knowledge of the students of the elementary school. For this purpose to determine the impact of the descriptive evaluation on the Meta cognitive evaluation the test of the regression analysis was calculated. The result of this test dedicated that descriptive evaluation on the meta cognitive knowledge has significant and positive effect and is one of the main reason and factors in prediction of the meta cognitive knowledge. The obtained results had coordination with the similar researches such as Mouhen & Stalling (1972), Gracc (1992) Fontana & Fernandes (1994), Mouya & Mali (1994), Camp & Petrov (1998), Fucoz And colleagues (1999), Yong (2000), Van ovara (2004). Relevant to the main purpose of the research that is the same reviewing of the impact of the descriptive evaluation on the Meta cognitive knowledge, the relation between these two variant is calculated too. This relation is obtained ($r = 0.48$) that was significant in the ($p < 0.000$) level. Generally all of the results indicate of this main principle that the Meta cognitive knowledge is under the impact of the descriptive evaluation. In the interpretation of these results can refer to the theory of the Bendoura (1986). He believes that one of the dimensions of the meta cognitive knowledge, is the supervision and evaluation of the function of oneself that this is due to the internal evaluations and outer feedbacks. Whereas in the descriptive evaluation system, the teacher gives feedbacks to the students during learning process continuously, it seems obvious that descriptive evaluation cause to increase the meta cognitive knowledge. This test was calculated about the impact of the traditional evaluation on the meta cognitive knowledge but the different result was obtained, in this way that traditional evaluation has not significant impact on the meta cognitive knowledge and only the student with the grade-point average more than 19 have high meta cognitive knowledge. The result of the reviewing of the traditional evaluation on the meta cognitive knowledge is not conform with the researches of the above mentioned researchers. Can interpret the results in this way that in the evaluation in the traditional method that is mostly turn on a final evaluation, teachers evaluates only instead of teaching some thing, the this that is to evaluate they teach.. For this reason the teacher's feedback to the students is too simple and clear. Thus that teacher

tests and the student receive feedback through grade, degree or a general judgment. The reasons these researchers show that this kind of feedback method does not help to the student that be aware of his thought process and control it and as a result has not any role in the educational promotion and achievement of meta cognitive knowledge. Generally these calculations, somehow shows the impact of the descriptive evaluation on the Meta cognitive knowledge of the students. From the interpretation of the results of the done researches and this research it is clear that descriptive evaluation system due to the having special properties such as being performance-oriented, process-oriented, qualitative feedback, dynamism and being comprehensive cause that the student be active and dynamic in the class and continuously ask question about the taught issues and the issues of the next session, so the student increase the participation in learning and subversions on his affords and in fact obtains his own adjusting and self-control, also make assessment of effectiveness of his learning level. This cause to increase the Meta cognitive knowledge among the students included in the descriptive evaluation plan into the other ordinary school 'students.

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