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Designing and Validating of Academic Achievement Evaluation Pattern in Elementary School Multi-Grade Classes

Glavij Vafaeifar[1] , Mostafa Ghaderi[2*] , Sadegh Maleki Avarsin[3]

1. PhD student, Department of Curriculum Planning, Tabriz Branch, Islamic Azad University of Tabriz, Iran.
2. Associate Professor, Department of Curriculum Studies, Allameh Tabatabai University, Tehran, Iran.
3. Associate Professor, Department of Educational Sciences, Tabriz Branch, Islamic Azad University, Tabriz, Iran

❖ **Corresponding Author Email**: mostafaghaderi5252@gmail.com

Research Paper	**Abstract**

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Purpose: Due to the importance of descriptive evaluation in elementary school, the present study was conducted with the aim of designing and validating of academic achievement evaluation pattern in elementary schools multi-grade classes.

Methodology: The present study in terms of time was cross-sectional, in terms of purpose was applied and in terms of implementation method was qualitative. The research population was university experts and managers primary education staff of country in 2021 year. The research sample was 15 people according to the theoretical saturation principle who after examining the inclusion criteria were selected by purposive sampling method. The research tool was a semi-structured interview and data were analyzed by coding method in MAXQDA software.

Findings: Findings showed that the academic achievement evaluation pattern in elementary schools multi-grade classes has 306 indicators and 41 components in 6 categories of goals and approaches (with 11 components such as comprehensive evaluation and its application to life, descriptive evaluation in all areas, descriptive evaluation qualification with reported structure change and process-based qualitative evaluation with structuralist approach), contextual (with 4 components of management equipment implementation of evaluation of multi-grade classes, rationalization of executive infrastructures with emphasis on reducing density in multi-grade classes, quality of teaching and teacher evaluation methods and culture and dissemination of descriptive evaluation factors), input (with 5 components of qualitative evaluation tools, paying attention to the educational expectations of multi-grade classes, performing descriptive evaluation in all teaching stages, adaptation of multi-grade curriculum with descriptive evaluation and coordination of weekly program with learning roadmap), process (with 13 components such as increasing confidence, calmness, satisfaction and self-esteem, reducing the anxiety of multi-level students, quality of criteria in the report card, variety of self-assessment and peer assessment and parenting assessment tools and emphasizing to group learning of multi-grade students), output (with 5 components of participatory decision making for basic promotion, quality of reporting and report card of student, validity, reliability and testability of multi-level descriptive evaluation, continuous learning with diverse feedback and multi-dimensional quality the descriptive evaluation with qualitative feedback) and outcome (with 3 components of annual analysis of the findings of descriptive evaluation, analysis of the findings of descriptive evaluation longitudinally and analysis of the consequences of descriptive evaluation). Also, the content validity ratio of 0.90 and the content validity index of 0.92 according to the experts' opinion indicated the appropriate validity of the academic achievement evaluation pattern in elementary schools multi-grade classes.

Conclusion: According to the results of this study, planning is necessary to the academic achievement evaluation pattern in elementary schools multi-grade classes.

Detailed abstract

Purpose: In the education of any society, primary schools have a high position and are called primary education, compulsory education, general education and general education. Because this course is not only considered an important basis for the following courses, but also a major part of children's education and learning is realized in this course. If education is expected to educate the people of tomorrow, it is necessary to pay special attention to students who study in primary schools, especially in rural and remote schools. In our country, the primary education system has been educating children in all parts of the country and in remote villages in terms of its universality, and also in terms of its high percentage that in the last 10 years, about 58% of all students were primary school students. Today, educational systems are organized by the age, grade and level of students, and this organization is done in two ways: single-level and multi-level classes. Diverse conditions in the field of education make it necessary to create multi-grade classes in which a teacher has to teach several grades simultaneously in one class, and this situation is more common in rural and special schools. One of the most ideal classroom conditions is to have single-grade classes, but some conditions of the educational system force the formation of multi-grade classes, and multi-grade classes are classes that include two or more grades in one with one teacher. Multigrade classes are a class consisting of two to six grades that a teacher is in charge of; So that some multi-grade teachers may teach two grades, but others teach three to six classes. In other words, multi-level classes are classes in which students who are different in terms of age, ability, skill, and educational level are all taught in the same class by the same teacher throughout the school year, considering the importance of descriptive evaluation in Elementary period, the present research was conducted with the aim of designing and validating the educational progress evaluation model in multi-grade classes of the elementary period.

Methodology: The current research was cross-sectional in terms of time, applied in terms of purpose, and qualitative in terms of execution method. The research community was the university experts and the managers of the country's primary education staff in 2021. According to the principle of theoretical saturation, the research sample was 15 people, who were selected by purposive sampling method after checking the inclusion criteria. Basically, the theoretical saturation of sampling and the research process continues until the new samples cannot add new content to the previous content obtained from the previous samples. Also, the criteria for entering the study or the criteria for selecting the samples of the current research include at least a master's degree, a history of attending multi-level schools with complete familiarity with it, having at least three significant works in the field of evaluation, a service history of more than 10 years, willingness to participate in research. and agreed to record the interviews. On the other hand, the exclusion criteria included refusing to participate in the research and refusing to record the interviews after agreeing to do it. The steps of conducting the present research were as follows: first, with the help of professors and the study of theoretical foundations, questions were designed for interviewing university experts and managers of primary education staffs in the country. For this purpose, six main questions and a number of sub-questions were designed. In the next step, the samples were identified and sampled, and the sampling and interviews with the samples continued until the research reached saturation. In this research, theoretical saturation was reached after interviewing the 13th person, but to be sure, interviews were also conducted with two other people. Therefore, the tool of the current research was a semi-structured interview. To analyze the information obtained from conducting a semi-structured interview with university experts and the headmasters of the primary education staff of the country, the coding method was used in the MAXQDA software.

Findings: The findings showed that the educational progress evaluation model in multi-grade classes of the elementary school has 306 indicators and 41 components in 6 categories of goals and approaches (with 11 components such as comprehensive evaluation and its extension to life, comprehensive descriptive evaluation, qualitative descriptive evaluation with change In the structure of process-oriented qualitative reporting and evaluation with a structuralist approach, contextual (with 4 components of managing equipment for the implementation of evaluation of multi-grade classes, rationalizing executive infrastructure with an emphasis on reducing density in multi-grade classes, improving the quality of teaching methods and teacher evaluation and culturalization and dissemination of descriptive evaluation factors) input (with 5 components of qualitative evaluation tools, paying attention to the educational expectations of multi-grade classes, implementing descriptive evaluation in all stages of teaching, adapting the multi-grade curriculum with descriptive evaluation and coordinating the weekly program with the learning roadmap), process (with 13 components such as increasing confidence, Calmness, satisfaction and self-esteem, reducing the anxiety of multi-grade students, improving the quality of the criteria in the report card, the variety of self-assessment tools, peer assessment and parent assessment, and emphasizing the learning of multi-level students' morale), output (with 5 components of collaborative decision-making to improve the base, qualitative reporting and students' performance, validity, reliability and testability of multi-level descriptive evaluation, continuity of learning with diverse feedback and multi-dimensional quality of descriptive evaluation with qualitative feedback) and consequence (with 3 The component of the annual analysis of descriptive evaluation findings was longitudinal analysis of descriptive evaluation findings and analysis of descriptive evaluation outcomes. Also, the content validity ratio of 0.90 and the content validity index of 0.92, based on the opinion of experts, indicated the appropriate validity of the educational progress evaluation model in multi-grade classes of the elementary school.

Conclusion: The results of this research indicated the identification of many components and indicators for the evaluation model of educational progress in multi-grade classes of primary school and six categories of goals and approaches, contextual, input, process, output and consequence for it. These results have many practical implications for experts and curriculum planners, and based on the indicators, components, and categories identified in this research, they can take an effective step towards improving the model of

evaluating academic progress in multi-grade classes of primary school. As a result, it is necessary to plan for the establishment of the educational progress evaluation model in the multi-grade classes of the elementary school. Therefore, officials and planners and even teachers and parents of multi-grade classes in elementary school can have an evolved view of descriptive evaluation according to the identified indicators, components and categories and in this way improve the quality of teaching and learning in multi-grade classes or for that program to tear.

Keywords: Academic Achievement Evaluation, Descriptive Evaluation, Multi-Grade Classes, Elementary Schools.