

## Continuous Assessment Based On Academic Achievement

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### ABSTRACT

Academic achievement of students in one of the goals of education in the world and strive to identify factors affecting academic achievement and each of these factors to guide the students to set and achieve higher learning and development Andover large number of students .One of the factors discussed in this article has been its impact on academic achievement, continuous evaluation, that is ,the evaluation must be current ,and the student must known to only judged with a score, but all his actions and efforts to score. This article aims to review the continuing evolution as a qualitative research method based on academic achievement and library studies develop educing Fish. And tries to evaluate the training and the emphasis to pay on the continuing evolution and achievement and then change the focus of the formative evaluation examined the final evaluation and the results of the continuing evolution of the achievement described.

**Keywords:** *Continuous Assessment, Evaluation, Educational Attainment.*

Necessary of education and training, while the complexity and difficulty of real education, something that all nations of the world more or les saw are of it, Thus, every lively nation according to cultural background and social conditions and in accordance with the means at its having, special system to achieve its ideal goals and then provide the foundations for the necessary arrangements, it is implemented on time ,we hope that perhaps in this way can their children according to their own education, and consequently help to improve social life. However, rarely accepted that the educational system answerable for people of any country.

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That is why the education system of each country, to human nature and the possibilities and limitations of development, the ideals and goals of the community is planned based on taking into consideration the current situation and considering. And the results are evaluated continuously performed (Hashemi, 1378: 4). It should be noted that the educational systems over small issues and public education have to pay attention to issues of quality education a phenomena. And improving the quality of educational resources and equipment through the main factor in the educational system, the "teacher" and targeting have been considered (Sharma, 2001). Because in an efficient education system and various components of the curriculum, learners, teachers, education al materials, space and equipment, budget, etc ...interact with each other. To achieve the goals expected to enable, in addition to any of the components independently of the quality and efficiency of the treatment is necessary. The teacher's role has got active plays in providing the right conditions for learning. And it is essential competencies required to perform such a role is in education (Malaki, 1386)

One reliable way to achieve thesis formative evaluation of the teacher does during the teaching process. And to clarify the strengths and weak nesses of learners basis for modification, repair and strengthening of teaching-learning provides. Black and Williams (1998) also believe that one of the key factors in the promotion of education through classroom assessment of effective feedback to students. In fact, the effect of the feedback is so strong that some experts have called it a basic principle of learning and motivation.

Educational advancement of scientific and practical point of view is important. One important factor is the acceptance and adoption in the classroom is important to get different jobs, Therefore, every year a large number of studies allocated to, considering the importance academic achievement and its effect on life must also variables that are associated with this concept are identified and evaluated that among these are: talent, mental abilities, family environment, personality traits, etc. (Erfani, 1388)The study of factors affecting academic achievement in the continuing evolution as an evaluation of the student's curriculum. The achievement in the business of learning material set thetas lesson or materials provided to students during a school year. Progress means doing an action to obtain the desired effect and supremacy in a skill or a group of information (shoari nzhad,1389: 21)Achievement of success of students in the study indicate that testis quantifiable (Hosseini Nasaband Ali Aghdam, 1375: 54). Continuous evaluation of the teaching-learning process reintegrated And continued throughout the course, this type of evaluation, focus both on the process of learning and learning efficiency or product results for teachers and students to provide feedback that show to achieve the goal of education, teachers using this feedback on compliance with the program and methods of teaching and learning needs of students decides. Formative assessment and continuous feedback from the students the opportunity to learn what to consider, skills and develop their in tell actual abilities and to gain awareness of their strengths and weaknesses, in order to achieve the educational goals, solve problems and develop and strengthen their positive aspects of step (Shabani, 1391)

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With this article, this article attempts to answer those questions, Is continuous assessment can be used as the basis for student achievement or not? And what strategies and options can be used to increase academic achievement by taking advantage of the continuing evolution in the process of teaching-learning presented?

### **THE IMPORTANCE AND NEED FOR RESEARCH.**

Today, as one of the pillars of sustainable development, education and general well-known, And any country in the world, allocated a large part of their income to the development, improvement and efficiency. In fact, education is the fundamental unit of human society, one of the main objectives of the children's education and their academic success. And all strive to identify factors affecting it, and each of the factors setup for students to grow and learn more reach (Qashqai, 1383). Analysis of the research literature in this area suggests that many factors play a role in predicting academic achievement. These factors include family background, personal experience, training, education level of parents, encourage and educational expectations of parents, school climate, teacher support and training is expectation (Abedi, 1388) Education is one of the institutions in which human capital and intellectual property is used. And reliability is that the curriculums the most importance on statement of the heart. The design consists of four elements: clearly formulated objectives, choice of content, learning experiences and educational supplies and determining effective methods of teaching and set evaluation criteria(Pvrzhyr, 1392) Emphasis on final assessment and lack of attention to the learning process whereby ignore the skills compare to see similarities and differences, to discover causal relationships, temporary displacement of cause and effect, reaching the example of the rule of formulation and evaluation of phenomena studied example.

International assessments such as TIMSS design and project the ABC show education and training of our products due to lack fundamental skills of thinking, in terms of sustain ability and the use of new information and are unable to solve the problem, while for the memories and knowledge are of considerable reserves (Kyamnsh, 1378: 70 ). It is important to consider the human advanced societies, thanks to the development of education and cross comprehensive development the development of education, the most important criterion, and several factors play a role in training is the system of evaluation and testing. Training can be defined as the process of interaction between teachers and students which appropriate learning experiences for the students' educational goals is provided. In traditional education as the last test and evaluation process of teaching and learning circles considered. At the end of the course was used to separate students with different learning abilities. The continuous evaluation and testing process of teaching and learning are an integral part. Along with education and inter connected it is done in a manner consistent and instead classify and compare them with each other to guide students to focus their learning offers (Rastgar, 1385).

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### ***Educational Evaluation:***

According to Patton definition of "program evaluation is to gather information about the activities, characteristics and out comes program to judge the program is to improve the effectiveness of information for decision-making and planning for the future"(quoted from the Bazirgan, 1386: 32)

Educational Evaluation is the process of judgments and decisions based on the evidence collected to determine the level and rate of learning, learners and learning goals can be a tool to improve a training program or course considered" (Abdullahi, 1387: 230).

In another definition assessment of progress in measuring performance and comparing the results with the aim of training learners predetermined, in order to make a decision about whether teacher training activities tried by learning how have led to the desired results, define. Evaluation of the content and quality of education affects (Cheng and Atanab, 2004: 240).

*Kirkpatrick (2008) identified three reasons for the evaluation of the training is:*

1. Explain the reasons for the importance of education in achieving the goals and missions of the organization.
2. The decision to continue or discontinue training programs.
3. The information to improve future training programs.

### ***Evaluation types:***

Different divisions of the assessment has been done on the whole it can be said that a variety of diagnostic assessment, continuous assessment, the final assessment(cumulative), evaluation criteria, evaluation of normative, informal and formal evaluation of internal and external evaluation, assessment, spiral, Evaluation network, bridge evaluation, because of the connection with the evaluation of the study, only three types of the diagnostic evaluation, continuous and cumulative final evaluation will be discussed: Diagnostic evaluation: this evaluation is informal, continuously to assess the training needs of students and the ability to identify and determine the status of the students and program compatibility done at the beginning of class. And usually before any teacher will teach students to recognize his knowledge. And found that his students what level of information and training for the information and what information they should have. Or part of the content that will teach students what they know and what prerequisites need to in order to learn. And teacher's evaluation of students 'education al assessment to identify training and is usually the first step will pursue two main objectives.

A- Student's placement in the right place to start training.

B-The discovery of the causes of learning difficulties in achieving educational goals.

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### ***Continuous assessment:***

Continuous assessment tool to identify and help improve student learning in courses throughout the day. This assessment is continuous throughout the day in the classroom to improve teaching and learning and informing teachers and students analyzed the progress of students. Ongoing assessment and training program evaluation, and aims to contribute to the improvement of education plans. The results of the evaluation process as a basis for modifying the nature of the program during its development and formation for this credit, the purpose of the evaluation process to help decision-makers to make rational decisions. (Taqi Purzhyr, 1392). Continuous evaluation of the teaching-learning process and are integrated throughout the curriculum continue to exist. This type of evaluation, focus both on the process of learning and learning efficiency or product. Results for teachers and students provide feedback that shows the extent which the goal of training is realized. Teachers using this feedback on compliance and decides with the program methods of teaching and learning needs of students. Formative *evaluation* and frequent feedback to students the opportunity to learn what to consider, Skills and develop their in tell actual abilities and to acquire awareness of their strengths and weaknesses, in order to achieve the educational goals, solve problems and develop and strengthen their positive aspects of step (Shabani, 1391) Another purpose of the evaluation, diagnosis and comprehensive skills in specific parts of the course and determined that the student is not in control of this assessment determines whether the student has achieved the goal of teaching. If the target is not achieved in this case teaching should consider the causes and take action to resolve the problem, each of the diagnostic evaluation, the final stage and are complementary interaction of all three should give a comprehensive plan for learning. Evaluation stage is a continuous process and it must go through different techniques such as daily or al function, different types of learning activities for students such as assignments and projects to be implemented. Written exam required to achieve the objectives of the evaluation process can be carried out but should be clear explanation sand feedback given to students. The relationship between accreditation and techniques provides feedback to teachers so that teachers can decide on what should be done by the students for learning (Ghoorchian, Malaki, Khadivi, 1383).

### ***The emphasis of the final evaluation formative evaluation:***

The traditional approach of evaluation, mainly teachers, learning outcome evaluation were trying to take it in the report and less was trying to pay attention to how learning and improvement. The new model evaluation, teacher evaluation is in service learning, so completely change his look. His evaluation in such a way that lead to better learning. The weak nesses and strengths of their students' performance, for this purpose, which found a way to fix or improve them, not simply reflect weak nesses. The evaluation model, allows teachers to know their students and their learning companion on the road to move, No one standing at the end of the road, waiting to see who gets to the end of the (learning) (Hasani, 1382). If the targeted and continuous learning process to understand the origins of the beginning and the results of it, evaluation is a continuous stream of starting points and conclusions reached; that is going to be learning side by side; the

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evaluation will be time to learn and to improve continuous learning useful information to students through the feedback provided. By combining the data obtained from this type of evaluations that have been gathered here during the different stages of teacher education on student may take the appropriate decisions. The description is clear that this pattern is quite dynamic evaluation and dynamic element that will increase the offer descriptive feedback. Numerous studies have shown that descriptive feedback to improve student learning.

### **DISCUSSION AND CONCLUSION**

Evaluation should be considered part of the learning process, because it aims to improve and reform education, not only to determine the success of academic achievement. If in the course of training evaluation process carried out, determines what, to whom, when, for what purpose and how it should be taught to desirable behaviors are learned based on the objectives (Rastgar, 1385: 18). Kirkpatrick (2008), the most important reason to determine the effectiveness of program evaluation and improvement knows. And recommend delight factors that include: 1. What is the content of training courses satisfy for those who have attended the meeting? 2. Is the best for teaching selected? 3. Is the selected Master effective methods for creating interest and if the attitude, knowledge and skills to teach good head? 4. Are the facility inset is factory? 5. Is the program is for participants? 6. Do you support is effective in improving communication and creating interest? 7. Does the coordination of programs were satisfactory? 8. What else could be done to improve the program? Bloom and his colleagues in 1986 as a research about the positive attitude of the students towards the continuous evaluation and did what is going on in the classroom, He estimates that 25 percent of the variance in scores of academic achievement can be attributed to positive attitudes. Analysis of the results of the assessment not only to show the different points and weaknesses of the program is desirable, but the results of this data to find the origins or explanations about the causes of the weaknesses and strengths of the specific program is necessary. The program mention deadlier, after are view of all available data, this hypothesis has been proposed: However, based on the projected studied a lot of things, but not spend enough time for critical analysis (Taylor, 1392: 144) In 2004, J Forrest require din states that long-term use of the and towards the educational process of thinking and ways of knowledge transfer in the field of training, on the other hand the tendency to measure and judge the evaluation process is based on a fair and accurate based on the information that is collected during learning. The educational approach is process-oriented, objective, methods, tools, programs, organizing training and evaluation of the development of mental processes and thinking skills occurs. In this approach, was based active students, learning environment promotes cognitive processes, the role of the teacher, facilitator, encourage, and guide the evaluation methods on performance and provide continuous feedback to students. This approach is based on continuous analysis of the teaching and learning process and provide feedback while to realize educational goals focused (Farajollahi, 1381: 86). Suggesting an impact on student achievement is the continuing evolution. It may be helpful to explain that evaluation, Evaluation of teaching and learning can be activated at beginning of the procedures. The entire process and

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the evaluation of the curriculum ought to take. Feedback action carried out at all stages of teaching teachers to be informed of the process and the results of positive and negative work. However, this evaluation could be the profile of the evaluation or continuous evaluation which is now used in schools. Strategies to overcome the obstacles that the educational system in order to help give continuous evaluation are: Promoting culture of evaluation, reduction of final validity, quality and officials and staff of the educational system must be involved in all their efforts to implement these guidelines or short-term and long-term planning with regard to the development of educational evaluation and provide continuous evaluation. From the viewpoint of development and one of the most effective training tools and resources to empower communities in the new century is a unique opportunity for developing countries to compensate for their disabilities.

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The author declared no conflict of interests.

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