ABSTRACT: The widespread changes and developments in educational achievement assessment system in elementary education and the varied consequences and challenges arising from it have made the most fundamental concerns of the custodians of the educational system finding ways to improve the quality of classroom assessment programs in Iranian schools. The present research uses a methodology to identify criteria and indicators to improve educational achievement assessment system in the educational system of Iran and provide guidance and practical solutions to improve the situation. For this purpose, based on three criteria, "release date", "quality of indexed scientific base" and "application of keywords related to assessment activities in the title", the five scientific bases including Eric Sage scientific base, Elsevier and Science Direct and LibGen were investigated and 80 articles were evaluated and after the abstract of articles and analysis was retrieved and reviewed, 20 articles were selected. In the next step, and after analysis of 20 selected articles, interviews with five experts in education and take advantage of some upstream documents, such as document of fundamental transformation of the educational system and national comprehensive scientific map, 23 criteria and 68 markers associated with classroom assessment system in Iranian educational system were identified and represented. In the present study, criteria and indicators were introduced and practical proposals for implementation in the official educational system and improvement of the current situation are presented.

Introduction

Using new approaches to assess educational achievement at all educational grades is necessary and important. According to Yan and Keung Cheng (2014), the first and most important reason to understand the need to improve the quality of educational achievement assessment system and use new approaches in the teaching-learning process, the importance of educational achievement assessment system in preparation for the support of students' learning. In the optimal application of the principles of assessment in educational system while learners are advised to focus on individual differences and emphasis on process and continual approach of teaching-learning activities evaluation, we try to assess learners' capabilities and play a constructive role throughout the design cycle to run education and provide favorable conditions for improving the level and depth of learning and students performance, so while paving the way for meaningful learning, we will make the students to enjoy learning and institutionalize the need to lifelong learning (Salehi et al., 2015). Analysis of published texts in the field of educational assessment reflects the dramatic changes in the approach to the issue of assessing educational achievement, including changing the “assessment from learning” to "assessment for learning» (Bin Shahrla et al, 2015; 2013 Boud, D., & Molloy, E).

Evidence indicates that there are numerous shortcomings and challenges in learners performance assessment system in Iranian educational system. Salehi et al., 2015; Salehi, Zeinabadi and Parand, 2009; Zeinabadi, Salehi and Parand, 2007; Dorrani and Salehi, 2006 in their research, pointed out the challenges such as 1) reducing the level of learners' motivation due to lack of competition 2) failure to motivate learner, failure to promote a learners’ approach for learning and continuous improvement of the quality of education 3) failure to pay attention to the goals of higher levels of cognitive domains, deepen learning, learning durability and stability, cohesion and coordination in the use of different assessment tools, use the process feedback in the improved learning, reduce parents sensitivity to score, improve learning opportunities through parental involvement in teaching and learning 4) failure to reduce stress and promote emotional characteristics of learners compared with traditional learners 5) failure to promote the quality of students performance 6) low interest and negative attitudes of elementary course teachers to carry out continuous evaluation activities 7) the unfavorable situation of the elementary teachers' knowledge of assessment methods 8) lack of a clear model for providing feedback on schools 9) shows dominance of behaviorism theories in teachers assessment procedures 10) lack of structure.
and necessary balance between assignments given by teachers with learners learning difficulties 11) many obstacles in the flourishing creativity of learners in elementary schools 12) the lack of clear goals and how to plan for teachers, directors and students. Due to changes in the approaches to the assessment on the one hand and multiple challenges and shortcomings in the national educational achievement assessment system on the other hand, take advantage of the strengths and advantages of the new approaches is logical and inevitable.

This article aims to identify and classify main criteria and indicators in new approaches to be proposed for use in the educational system of Iran. We tried to present a selection of transformative approaches in the educational system that are effective in other educational systems in pioneer countries in assessing educational achievement in an appropriate manner and propose the main and applicable features of the transformation of the educational achievement assessment system, improvement of existing status and facilitate achieving the goals of the prospect of 2025. So the central question in this study is the lack of adequate information on modern strategies of the educational assessment to improve educational achievement assessment system. This research seeks to investigate new approaches of educational assessment and use the existing capacities, guidelines and approaches used in Iranian educational system.

The Research Methodology
Due to the widespread changes and developments in elementary education and the varied consequences and challenges arising from it, finding ways to improve the quality of classroom assessment of Iranian schools has become the basic educational system custodians concerns. For this purpose, in the present research we tried to understand the necessity and by using review method and studying and applying the teachings of authoritative and updated sources we presented directives and guidelines to improve educational achievement assessment system. To search, select and retrieve articles, three criteria including "release date", "quality of indexed scientific base" and "the use of keywords related to the assessment activities in the article title" were used. For this purpose, in Eric, Sage, Elsevier, Science Direct and Gen.lib.rus.ec five scientific databases we were looking for articles with release date of 2010 and higher with the articles title including one of the three words of “evaluation, measurement, assessment” for searching and totally by considering the criteria including "assessment, measurement, evaluation" with the words "classroom, educational and school" 80 papers were retrieved and after reviewing the abstracts of the articles and their content, 20 articles that had all the criteria, were selected and were used to explore and propose criteria and indicators of classroom assessment system of Iran. Also five articles appropriate to some of the criteria related to the subject were used. First the articles were completely fully studied and selected the sectors to develop criteria and indicators and explain the assessment approach discussed, and then the selected sectors were studied, the criteria (main aspects of assessment approach) and expressing indicators extractd and were classified in the table.

Findings
The study of selected articles in the field of educational assessment, eight main approaches includes approaches of "peer assessment", "fair assessment", "portfolio assessment", "self-assessment distant assessment", "formative assessment", "summative assessment", "formative-summative developmental", "comprehensive assessment" were identified. Then, the each of the mentioned approaches to the identification, extraction and classification of effective criteria and indicators in improving educational achievement assessment system quality in the educational system of Iran was developed. Totally 23 criteria and 68 indicators were identified and categorized and then defined summarily based on the following aspects of approaches and presented each of them briefly in the form of table (1) of criteria, indicators and the skills.

Peer Assessment
Peer assessment refers to a procedure in which an attempt is made to take advantage of the ability of learners in assessment classroom, active participation of students in class and to take advantage of their potential in improving their performance and other classmates. According to Gillen et al (2011), peer assessment has been development with goals like "social control", "assessment tool", "learning tool", "learn-how-to-assess-tool" and "active participation tool". Jones and Wheadon (2015) states that facilitating the active participation of learners in the process of assessment is one of the most important features while creating opportunities for widespread use of personal feedback to improve students learning achievements.

The mechanism of reciprocal peer assessment allows learners to experience peer assessor and peer assesse. These activities require considerable skill which will be discussed. This assessment is set the learners to judge active their activities and performance by scoring, providing written or oral feedback. In assessing peer in any groups, peer must enjoy both the role of peer assessor and peer assesse because feedback is the most important strategy for better learning and learning is done in this state. When feedback is given because they can introduce examples and alternative methods in assessment process, it leads to the considerable cognitive development and increasing of “problem solving skill” of learners. This is proof the type of assessment to be more demanding. In order to assess mutually peer it is required to organize each group for this activity is best done and implemented. In this type of assessment, according to the activities carried out by the learners, the cohorts share their works or learning tools to suit the activity. The learners can take the
feedback of peer assessment that leads to increase and improve critical thinking skills and learners performance and finally when learners act as assessors, they obtain better view through reflective processes in their activities (Tsivitanidou and Constantinou, 2015).

In earlier research conducted on peer evaluation, the most important thing in this type of assessment is specifically peer feedback, as an important method of peer assessment. Also in previous studies, peer feedback is identified as an important method of peer assessment to increase learning of learners for examples: increasing composition of learners. Other features for challenge peers is to provide feedback of peer performance and growing research recognize that feedback affects learning and performance. And finally to point out that peer assessment is a type of complex learning and has a high degree of cognitive process. However such assessments such as peer assessment hardly occurs spontaneously.

Formative peer assessment and summative assessment peers are from a variety of categories of peer assessment, each of which will be briefly explained: the formative peer assessment provides the field for the formation and improvement of skills of the learners assessment by comparing the performance characteristics of peer to criteria; according to the formative peers assessment carried out, the cohorts are finally succeeded to get valuable message from peers feedback (Gielen and Wever, 2015).

**Portfolio assessment**

Portfolio assessment is a system series of learners' activities to monitor the learners achievement in different skills (Barabouti, 2012). Srikaew et al (2014) contends that 7 steps are used in the portfolio assessment workbook that contains "planning", "preparation for students", "collecting evidence", "progress monitoring", "improvement of performance", "reflection", "displaying the works".

Portfolio assessment is a system series of learners' activities to be used to monitor progress in knowledge, skills and attitudes of learners and in this type of activity each learner records his/her learning process. This type of activity is beneficial for learners because it enables the teacher to provide them feedback according to the learners activities in assessment. In portfolio assessment a targeted set of activities of learners is referred to use them to provide learners' work, showing effort, progress or productivity in specific tasks. In addition to the items listed, in this type of assessment, as used by teachers, learners as well as teachers can use this type of assessment in monitoring progress, knowledge, skills and attitudes of the learners. Three levels to develop portfolio assessment are as follows:

Collecting assigned and certain activities by teachers during classroom-based learning based on the learning of objectives for each episode, 2) Selecting and revising the best parts to put in the portfolio, 3) Reflecting on the learning process, appealing to the works and the strengths and weaknesses of each activity (Srikaew et al, 2014).

Burke K et al (2014) have identified three components for assessing the portfolio:

- An introduction that includes "cover", "biography" and "a list of learning objectives", 2) a collection of activities, reflections and history of activities, and 3) ratings and scaling your portfolio and information of the assessments undertaken by teachers, classmates and families.

**Fair assessment**

Fair assessment means that learners use the same methods that were also investigated and select appropriate methods. This can vary among different learners, depending on the "prior knowledge", "cultural experiences", and "cognitive style" of each learner. With regard to the cases listed, assessment for each learner is designed; of course it is largely impractical. Fair assessment has seven characteristics that we can have a fair assessment in compliance with these cases.

The first step it is better to inform clearly learning results and share with learners so they know what they are expected. Help learners to understand your important goals and know what they are, give them a list of concepts and skills to keep them in mind and cover it in the middle of a training course and inform them syllabus and subject to projects of learners.

Check your assessment with what you teach and vice versa. Teachers should show their expectation of desired activities to learners and teachers should not think that the learners implement the activities better and more advanced than what you learned, but explain the activity to the learners very well to be able to develop skills and activities.

Use the variety number and types of assessment methods to assess learners. One of the worrying trends in education is the use of methods of "high-stakes" assessment - which mostly are called "multiple-choice test" – that is important as the only factor or the primary factor in making decisions, such as passing an educational course, graduation or getting a degree. This subject is clear that assessment methods are faulty. We cannot do the evaluation scoring method and the assessment scores must not be dictated to anyone, and everyone should make their instructions that its foundation is professional judgment of teacher (after a wide range of assessment methods were used). Using different methods of assessment does not mean that we will increase the number of questions. In recent years we have obtained the knowledge that learners can learn in different ways and they offer what they have learned. Some learners can learn better by reading and writing, some of them in cooperation with peers, some by listening, some of them with the layout and design and a group of them by "hands-on practice". There is evidence in which learning methods are different with different cultures.
and fits with the culture change, because thinking methods are changing in line with cultures of any countries. Thus, any method is useful for a learning model. It is important to show the learners different ways to express what they have learned.

Learn the learners how to do the assessment. For example, give to the learners projects as homework which are from some previous good projects of a class and distribute them among the learners. It may sound trivial, but the quality of learners’ activities is much more than when we do not support them. Also holding useless tests of learners requires teachers in the high-stakes tests taken from the learners.

Engage with the learners and encourage them. The activities of those who desire to "holistically thinking" rather than those who are thinking "analytically" are seriously affected. Connecting with the learners helps them to achieve their highest level of ability.

Provide good and suitable interpretation of the outcome of the assessments. There are several approaches to interpret the results of learning; choose the ones that are most relevant to the decision that you want to make. One way is to compare learners and other methods (which are not addressed in this section but are the best method to use the standard method.), includes questions such as: Did the learner present compelling evidence? Is his/her summary acceptable? Is the perception justified? And others, that this time method is more convenient that is required to assess the learner in terms of special criteria in order to progress to the later stages.

And finally, "evaluate the outcomes of your assessments; if learners could not act in a specific assessment or to assess themselves well, the teacher asks the learners any reasons, because In some cases it may be in the process of teacher education some problems that he/she failed to solve them.

**Self-assessment**

In this model, it is tried the learner to be someone to assess himself/herself not the other members such as teacher or others, but the learner is one who has the most responsibility for their assessment. Characteristics of this type of assessment include the followings:

* Most activities are done by learners and in this state the workload of teacher is less. Because the person who assesses, at the same time he also receives feedback.
* And thus the learner has provided immediate feedback after the assessment is completed.
* Which is one of helpful points to remove barriers between teacher and learner.
* In addition, learners are less dependent on their teachers.
* But they become independent and responsible people who hold in the future more active roles.
* And consequently these people are the people with high self-esteem as well.
* Teachers can assess the impact of their teaching more precise and more objective.

The responsibility helps learners to follow the law, whether for their assessment or the assessment is accompanied by a teacher. The learners engage themselves actively in the decision-making process about the criteria of their activities assessment and others. The fundamental point to assess learners' participation in their assessment is one of the most important parts of planning for living and working (Cukusic et al, 2013).

**Formative assessment**

Formative assessment is found during a training course and all learners are assessed immediately and in a process by reviewing several times. A few features of this type of assessment are expressed as follows:

* Validating the standards expected;
* Stimulating the learners regarding their talent hidden angles;
* Helping the coach identification in recognition of learners capacity;
* Helping teachers and learners to correct what is wrong;
* Helping learners to identify their capacities which have failed to recognize it.

Formative assessment is divided into two “Formal formative assessment” and “informal formative assessment”: Formal formative assessment is in the curriculum completely as planned and in the curriculum content for the specific curriculum and includes activities that learners do to assess their learning. In this type of self-assessment, the learners measure the quality of your class with important points written by themselves. Informal formative assessment is not in particular in the curriculum and is used in the activities and this case is contrary to the researchers of this type of assessment. The researchers believe that formative assessment must be on a regular basis and within the curriculum and therefore the conclusion is that there is no need for continuity of informal formative assessment (York, 2003).

In other words, formative assessment includes all activities which are taken by coach or by learners and the assessments information to improve teaching and learning activities with which they were involved are presented in order to take any feedback. An emphasis is on the learning process, which is done on a daily basis.

Formative assessment in ways that will support learners' learning ability can create improve educational performance. Evidence indicates that formative assessment improves learners' achievement and reduces gaps among the learners activity. Research on "visible learning" has shown that the formative assessment is as the most effective method known which has observed effect in the success of learners.
Researchers believe that the integration of formative assessment with the result of teaching are effective to enhance learners' learning performance. The main purpose of the formation of formative assessment is to identify the strengths and weaknesses of learners, increase motivation and is metacognitive of learners. Both teacher and learner use the individual information who can support their learners’ learning and in this case they can benefit from formative assessments (Yan and Keung Cheng, 2014). Formative assessment is a mechanism to relate different sciences to each other that effect on learners' learning and as an innovative approach to formative assessment and developmental activity for learners to assess their peers activity (Tsivitanidou and Constantinou, 2015).

**Summative assessment**

Summative assessment is an assessment that takes place within the time range of each educational course and its educational effect is less than other types of measurements. The researchers believe that the difference between formative and summative assessments in the period the implementation is in a curriculum and therefore, information is new in the formative assessment but in the summative assessment, information is not new. The summative assessment is concerned to a part of a curriculum, for example, the learners who are passed or failed at the end of an educational course (York, 2003). This type of assessment is considered in most countries as a high-stake assessment, and one of the reasons is that it works mostly on cognitive low levels and inhibits the result of formative assessment that promotes learning and performance of learners (Gulikers, 2011). The summative assessment is an exercise to gather information and investigate the rate of learning assessment of learners (Yan and Keung Cheng, 2014).

**Formative-summative assessment**

Such a combined assessment has been planned in the content of curriculum. The assessment of learners takes place in the middle of an educational course and at the end of an educational course, and so this method is important that the learner is expected to learn any feedback (Knight, 2000; Wiliam, 2011; Yorke, 2003). This concept is well received that in a division, schools assessment has two summative and formative objectives each of which has irreplaceable roles (Yan and Keung Cheng, 2014).

**Holistic assessment**

Supporting learning and development of learners is one of the features of the holistic assessment. The main objectives of the implementation of this type of assessment includes balanced assessment system, performance of suitable evaluation methods and balanced system of communication evaluation to support and report the learners’ learning by schools. The holistic assessment is continuous data collection on various aspects of children by different sources. The main objectives of this assessment are such as providing feedback for support, guidance and development of learners. But the strategies for the implementation of holistic assessment are as follows:

1. Development of an approach and planning for its effective implementation.
2. Increasing the capacity for changing teachers and school administrators.
3. Providing correct resources and results based on evidence.
4. The involvement of stakeholders in support of the approach and its implementation.

The focus of holistic assessment is on obtaining high balance and high quality in schools system assessment in order to ensure the success of learners. The importance of learning in order to support the continued growth of learners and improve is more than strengthening the assessment process to review and attest to the learners. Teachers use assessment and evaluation to encourage learners to move forward so that they can recognize the need of the learners, plan the next steps, prepare learners with targeted exercises and provide effective feedback to the learners.

Students learn in this type of assessment to clarify learning goals and use assessment information to propose effective feedbacks, self-assessment and selection of targets for improvement to each offer and follow the relationship between their activities to be aware of their progress. During a training course when learners are in the process of assessment progress, they have opportunities to observe their movement forward during the time that their confidence, motivation and success are associated with progress.

Schools have developed comprehensive report to provide the most complete reports and a complete image for parents of the progress of their children in a year. The system includes a variety of reporting tools, and among the tools, there are the comprehensive report cards, reports targets and portfolio of learners. These tools help learners to learn holistic success and development. Schools are encouraged to evaluate the learners in the process of communication. For example, during the conference sessions of Parent-Child-Teacher, learners can reflect learn what they have learned or succeeded and share their goals with their parents and they can discuss teachers and parents on how they can better support, develop and progress. Parents provided with information that includes three aspects: "product" (such as achievement and performance), "process" (such as learning attitudes, interests and personal qualities) and "progress" (such as the progress to which learners have achieved in a period of time); the basic goal is that the knowledge and skills of teachers is promoted to improve learning of learners and motivation of learners and help the team of development, management quality and system leadership of the school (Clarence et al, 2015)
Table 1: The criteria and indicators of educational achievement assessment system promotion in Iranian educational system

<table>
<thead>
<tr>
<th>Achievements</th>
<th>The articles used to extract indicators</th>
<th>Some of the most important suggested indicators</th>
<th>Criteria (the main aspects of any approach)</th>
<th>Approaches</th>
</tr>
</thead>
<tbody>
<tr>
<td>- identifying learners capacities</td>
<td>York, M. (2003) Chi, Cheng, (2014) Tsvitanidou, Constantinou, (2015)</td>
<td>- Formal formative assessment will be as planned in the curriculum&lt;br&gt;- The learners will investigate the classroom quality by notes&lt;br&gt;- There is not in the approved curriculum but it is executed in the curriculum and taken in the activities&lt;br&gt;- There is not a necessity for continuous application&lt;br&gt;- In this method, teachers are not only evaluators, but other stakeholders out of the educational system participate to carry out this type of evaluation&lt;br&gt;- It allows the learners to acquire the experiences of assessor and assesses&lt;br&gt;- In this learning method, the learning is done when the learners get feedback from each other&lt;br&gt;- The summative peer assessment provides facilities to form and promote assessment skill in learners by comparing the characteristics of peer performance with criteria&lt;br&gt;- According to the carried out summative assessment, cohorts finally can make a valuable message from peer feedback</td>
<td>Formal</td>
<td>Formative assessment</td>
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<td>- the possibility to recognize correct methods to do work</td>
<td></td>
<td>- Clear expression of learning results for learners&lt;br&gt;- Clear expression of expectations from learners towards performance improvement&lt;br&gt;- a list of expected concepts and skills will be provided for learners&lt;br&gt;- before beginning of educational process, syllabuses and subjects will be informed to learners</td>
<td>Informal</td>
<td>Informal assessment</td>
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<td>- the possibility to improve activities during work process</td>
<td></td>
<td>- Adequate balance between what is taught and what is assessed is established&lt;br&gt;- before educational process, the procedure of assessment performance will be described for learners</td>
<td>Reciprocal peer assessment</td>
<td>Peer assessment</td>
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<td>- improvement of teacher recognition of learners</td>
<td></td>
<td>- Several models are used because all assessment criteria are not specified with a model&lt;br&gt;- the performance of learners in assessment models is calculated separately and not considered wholly&lt;br&gt;- Using various models of assessment shows the use of various questions based on a model&lt;br&gt;- The need for proportionality between the assessment methods used, appropriate to the culture and characteristics of learners</td>
<td>Formative assessment</td>
<td>Peer assessment</td>
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<td>- learners talents</td>
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<td>- helping the educational path to be cleared&lt;br&gt;Helping to learner for progress&lt;br&gt;- in the related course&lt;br&gt;- The usefulness of assessment in the abilities of all learners with multiple methods&lt;br&gt;- increasing quality of learners activity&lt;br&gt;- increasing the learners perception of their capabilities&lt;br&gt;- helping the learners growth in the next stages according to the criteria&lt;br&gt;- the awareness of teacher for any criticism that he/she does not notice</td>
<td>Coordination of assessment with taught subjects</td>
<td>Fair assessment</td>
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<td>- cognitive progress</td>
<td>Jones, Wheadon, (2015) Tsvitanidou, Constantinou, (2015) Yan, Chi Keung Cheng, (2014)</td>
<td>- benefiting the educational path to be cleared&lt;br&gt;Helping to learner for progress&lt;br&gt; - in the related course&lt;br&gt;- The usefulness of assessment in the abilities of all learners with multiple methods&lt;br&gt;- increasing quality of learners activity&lt;br&gt;- increasing the learners perception of their capabilities&lt;br&gt;- helping the learners growth in the next stages according to the criteria&lt;br&gt;- the awareness of teacher for any criticism that he/she does not notice</td>
<td>Summative assessment</td>
<td>Summative assessment</td>
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<td>- the possibility to recognize correct methods to do work</td>
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<td>- Clear expression of learning results for learners&lt;br&gt;- Clear expression of expectations from learners towards performance improvement&lt;br&gt;- a list of expected concepts and skills will be provided for learners&lt;br&gt;- before beginning of educational process, syllabuses and subjects will be informed to learners</td>
<td>Learning results</td>
<td>Learning results</td>
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<td>- the possibility to improve activities during work process</td>
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<td>- Adequate balance between what is taught and what is assessed is established&lt;br&gt;- before educational process, the procedure of assessment performance will be described for learners</td>
<td>Coordination of assessment with taught subjects</td>
<td>Fair assessment</td>
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<td>- the possibility to recognize correct methods to do work</td>
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<td>- Several models are used because all assessment criteria are not specified with a model&lt;br&gt;- the performance of learners in assessment models is calculated separately and not considered wholly&lt;br&gt;- Using various models of assessment shows the use of various questions based on a model&lt;br&gt;- The need for proportionality between the assessment methods used, appropriate to the culture and characteristics of learners</td>
<td>Using different methods of assessment</td>
<td>Using different methods of assessment</td>
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<td>Self-assessment activities</td>
<td>Learners activities</td>
<td>Portfolio assessment</td>
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<tr>
<td>Supporting learners to see for themselves (self-assessment)</td>
<td>- Carrying out activities by learners</td>
<td>- Learners activities</td>
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<tr>
<td>Providing good portfolios as a duty</td>
<td>- Responsibility of the learners to improve their skills of self-assessment</td>
<td>- Self-assessment</td>
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<td>Forming of an effective relationship between learners and teachers</td>
<td>- The necessity to comply with the rules of portfolio by learners and monitoring by teacher</td>
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<td>Encouraging students to actualize them up to the highest capacities of existence</td>
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<td>Appropriateness of the assessment findings interpretation techniques with a decision that will be made</td>
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<td>Judging on the performance of learners based on the criteria considered</td>
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<td>Moving learners to the educational higher levels based on criterion and not comparison among people</td>
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<td>In assessing development programs, the growth of learners is evaluated by comparing their performance before and after training, and not comparing it with the criteria</td>
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<td>Questions from learners regarding the activities of teacher</td>
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<td>Finding reasons</td>
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<td>Asking the students about the causes of performance loss (failure) in certain parts of the assessment conducted</td>
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<tr>
<td>Asking the students about the loss of their performance in the part of the assessment conducted</td>
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<td>Involving the learners in the compilation of materials assigned by the teacher</td>
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<td>Continuous involvement of each learner during class-based learning based on objectives of each selected part</td>
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<tr>
<td>Allocation of portfolio parts based on the objectives of each of the selected parts</td>
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<tr>
<td>Choosing and revising the best parts of the activities carried out by learners to enhance their involvement of learners with the content and enhancing the skills of self-assessment</td>
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<tr>
<td>Comprehensive review of carried out activities and learning process in order to identify strengths and weaknesses in the process of completing the portfolios</td>
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<tr>
<td>An introduction to biography and a list of learning objectives are included</td>
<td>- The components to assess learners portfolio</td>
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<td>A series of activities, reflection and activities effect and a history of activities</td>
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<td>A series of activities, teacher feedback to the learners and history of activities</td>
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<td>The grading scale carried out by teachers, classmates and families from portfolios and information gathered by learners</td>
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<td>Carrying out activities by learners</td>
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<td>Learners activities</td>
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</tbody>
</table>

Teachers
- changing learners to the independent people
- the working pressure of the teachers will be lowered
- the learners will become self-reliant people
- the learners get immediate feedback
- participation of learners in self-assessment

- the possibility for more accurate more objective assessment of educational actions
- Improving teachers self-efficacy for observed learners growth in the learning process

Teachers
- Measurement of learners performance at the end of the period

Assessment based on the time

Summative assessment
- Determining the goals
- considered as a part of curriculum
- an opportunity to decide on granting certificate to successful learners
- the possibility to carry out during holding educational course
- the possibility to carry out at the end of educational course

Curriculum

The time to perform activity

- observing both the target of formative and summative targets of the course
- the possibility to enjoy both the characteristics of formative and summative assessment

Schools

Formative-summative assessment

- Each teacher according to the positions of learners and their circumstances will compile their holistic approach in which the principles of this approach are considered
- Development of leadership competencies in teachers
- Development of leadership competencies in administrators
- Providing the results based on valid evidence and documents
- involving all stakeholders in support, execution and implementation of assessment

Executive strategies

Holistic assessment

- practicing in order to collect general information

- helping learners to consider feedbacks

Gulikers, Biemans, Wesselink, Van Der Wel, (2013)
- helping the learner to educate feedback

Zi, Chi, Cheng, (2014)

- improving learning and education of learners

- improving learning assessment
- increasing knowledge and skill of teachers evaluation
- increasing learning and motivation of learners
- helping development team.
<table>
<thead>
<tr>
<th>The main objectives of implementation</th>
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<tr>
<td>- The need for integrity in all administrative processes of school</td>
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<tr>
<td>- Prioritizing assessment for learning as a procedure</td>
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<tr>
<td>- the need to establish logical communication between assessment method and used approach</td>
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<td>- using class-based assessment results in order to identify learners needs</td>
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<td>- using class-based assessment results in order to improve learning-teaching process</td>
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<td>- using class-based assessment results in order to refine the structure of learners assessment system</td>
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<td>- using class-based assessment results in order to support learning and report to parents</td>
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<tr>
<td>- in the area of product (in the area of performance of learners and quality of their education)</td>
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<tr>
<td>- in the area of process (in the area of learners’ attitudes, views and personal qualities)</td>
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<tr>
<td>- in the area of progress (determining the rate and quality of learners achievement in a specified time)</td>
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Information provided for parents:
- in the area of product (in the area of performance of learners and quality of their education)
- in the area of process (in the area of learners’ attitudes, views and personal qualities)
- in the area of progress (determining the rate and quality of learners achievement in a specified time)
Discussion and Conclusion

Quality of teaching-learning process is influenced by a variety of factors. The educational achievement assessment system is one of the most important factors. According to the Gallon and Weaver (2015), efficient use of assessment approaches has tremendous capacity strengthens and enriches the teaching-learning process and leads to their effective participation in the educational process and improve their competencies. In the present study we attempted to investigate the updated and related sources in the field of educational assessment and identify and classify the main criteria and indicators in the area of classroom assessment.

Generally depth analysis of assessment approaches to help improvement of the quality of classroom assessment programs of Iranian schools led to identification and classification of the appropriate solutions in eight fundamental approach in educational assessment system each of which were studied in a two parts form, 23 criteria and 68 indicators. It seems, according to the pace of change in the external world, the time has come to form paradigm and infrastructure change in the educational achievement assessment system. So that the fundamental purpose of educational achievement assessment system is guidance and enrichment of teaching-learning process, helping to create unity and integrity of decision and action of stakeholders, to become from “learner” to “self-learning for lifetime” by motivating and encouraging students and helping to understand and internalize the mental and behavioral development (Salehi et al., 2015).

It is hoped the day would come in educational systems that the effects and achievements arising from the implementation of the educational achievement assessment system in Iranian schools lead to increasing confidence in teachers to implement the high quality classroom assessment and improve internal satisfaction of their performance. It also reinforces the desire and need for lifetime learning in students and forms confidence and improves inner motivation to continue their next learning, so that they enjoy learning and especially trying to learn. In this educational achievement assessment system a space is provided the parents to actively and effectively participate in educational process of their children by receiving regular, comprehensive, updated and particularly realistic feedback (and not idealistic or fictional), by strengthening their internal commitment and their children to the respect and reverence of teachers’ efforts and valuable position and support them in their required competencies for excellence in peripheral life and moral values (Salehi et al., 2016).

Representation of the educational system assessment approaches can help educational authorities to identify and promote quality of assessment as one of the most important part of the change in the educational system. In order to investigate new approaches of educational assessment, recommendations for improvement of educational achievement assessment system quality were developed in Iranian educational system abbreviated in the form of 21 guidelines as follows:

In order to promote the vision of learners, it is proposed to be given an opportunity based on the principles of peer assessment to consider the conditions and mechanisms to have simultaneously experience of assessor and assessee.

In order to promote critical thinking skills in learners, it is proposed to provide the grounds for participating in peer assessment and by comparing the performance characteristics of cohorts with criteria and a suitable bed for the formation and enhancement of the skills of assessment in the learners.

In order to help form cognitive progress in learners, it is proposed to provide the grounds for getting feedback and conclusion by involving learners in peer assessment.

In order to clear an educational path learners, it is proposed to express the results from fair assessment clearly.

In order to prepare the ground for the growth and progress of learners in the related courses, it is proposed to inform syllabus and topics relevant to each course in the formative assessments to learners.

In order to find educational bugs and trying to correct them, it is proposed to set formal formative assessment as planned and documented in the curriculum.

In order to facilitate for increasing learners' learning performance in peer assessment, it is necessary cohorts to make a valuable message from peer assessment according to formative assessment.

It is necessary to enhance learners' understanding and view of the learners for capabilities and improve performance in fair assessment the expectations that the learners have to be expressed openly.

In order to take advantage of the widespread capacities of various approaches to assess educational achievement, it is proposed to use combined procedures and investigate the application capability by studying quality and performance of each criteria and indicator for each of the approaches.

Attention to the formation of effective communication in fair assessment to contribute to learners growth in the next steps of the education according to the criterion is of great importance.

The question on the process of teacher activities and following a fair assessment could be used to support the teacher in the process of growing or declining. It is better in developmental programs assessment to assess the growth of each learner by comparing performance before and after training, to inform teacher on the existing problems and learners growth in the later stages.

In order to facilitate the promotion of learners' competencies in portfolio assessment, it is proposed that learners actively participate in the compilation of materials assigned by the teacher.
Because each learner registers his/her learning process in the portfolio assessment, learners review in the activities carried out and the process of learning to identify strengths and weaknesses of the process of completing the portfolio is proposed. In order to give feedback of teachers to learners to help themselves in portfolio assessment is suggested that a series of activities, feedback from teachers to learners and history of activities to learners. In order to remove barriers between learner and teacher in assessment and promotion of self-assessment skill is proposed to be given the responsibility to the learners and become them accountable. In order to provide more accurate and immediate feedback to learners in self-assessment it is proposed a more precise and more objective assessment of the educational measures.

To collect general data in summative assessment, it is proposed to use original and performance tests by assessing the learners performance at the end of the period the learners. In order to reinforce learning assessment and learning support and reporting to parents in holistic assessment it is suggested to use the results of classroom assessments.

To improve the learning and teaching of learners based on holistic assessment teachings, it is proposed to make integration at all stages of decision-making and school administration.

In order to enhance the competencies of teachers evaluation and improve the teaching-learning process and deepen learners’ learning based on the teachings of holistic assessment, it is proposed to prioritize assessment for learning as a dominant approach. It is proposed to use classroom assessment results to determine the learners needs.

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