



**THE ACTIVITY OF EVALUATING TRAINING RESULTS FOR HIGH SCHOOL STUDENTS: PURPOSES, PRINCIPLES, CRITERIA, FORMS, AND PROCESS OF IMPLEMENTATION**

***A ATIVIDADE DE AVALIAÇÃO DOS RESULTADOS DA FORMAÇÃO PARA ALUNOS DO ENSINO MÉDIO: FINALIDADES, PRINCÍPIOS, CRITÉRIOS, FORMAS E PROCESSO DE IMPLEMENTAÇÃO***

***LA ACTIVIDAD DE EVALUACIÓN DE RESULTADOS DE FORMACIÓN PARA ESTUDIANTES DE SECUNDARIA: FINALIDADES, PRINCIPIOS, CRITERIOS, FORMAS Y PROCESO DE IMPLEMENTACIÓN***

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**ABSTRACT:** Evaluate the student's training results based on the requirements to meet the essential qualities and general competencies according to the levels appropriate to the subject, the educational level specified in the Education Program, and the requirements to be met. Specific competencies are identified in the Curriculum of the general education program. Subject teachers, based on the provisions of Point a, Clause 1, Article 8 of Circular 22/2021/TT-BGDĐT of the Ministry of Education and Training, to regulating the evaluation of training results of high school students to comment and evaluate training results, progress, outstanding advantages, significant limitations of students in the course of training and learning the subject, and track students' learning and training. Refer to comments and assessments of subject teachers, feedback of students' parents, agencies, organizations, and individuals involved in the student education process; guide students to make self-comments; based on that, to comment and evaluate the students' training results according to the prescribed levels.

**KEYWORDS:** Assessment activities. Training results. High school students.

**RESUMO:** *Avaliar os resultados da formação do aluno com base nos requisitos para atender às qualidades essenciais e competências gerais de acordo com os níveis adequados à disciplina, o nível educacional especificado no Programa de Educação e os requisitos a serem atendidos. As competências específicas são identificadas no Currículo do programa de educação geral. Com base no disposto na Alínea a, no. 1, do Artigo 8º da Circular 22/2021/TT-BGDĐT do Ministério da Educação e Formação que regulamenta a avaliação dos resultados da formação dos alunos do ensino médio, sujeita docentes a comentar e avaliar os resultados da formação, progresso, vantagens marcantes, limitações significativas dos alunos no decorrer da formação e aprendizagem da disciplina, e a acompanhar a aprendizagem e formação dos alunos. Expressa a consulta aos comentários e avaliações dos professores das disciplinas, feedback dos pais dos alunos, agências, organizações e indivíduos envolvidos no processo educacional do aluno; orienta alunos a fazerem autocomentários e, com base nisso, comentar e avaliar os resultados da formação dos alunos de acordo com os níveis prescritos.*

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**PALAVRAS-CHAVE:** *Atividades de avaliação. Resultados do treinamento. Alunos do ensino médio.*

**RESUMEN:** *Evaluar los resultados de la formación del estudiante con base en los requisitos para cumplir con las cualidades esenciales y las competencias generales según los niveles propios de la disciplina, el nivel educativo especificado en el Programa Educativo y los requisitos a cumplir. Las competencias específicas se identifican en el Currículo del Programa de Educación General. Con base en lo dispuesto en el párrafo a, no. 1, del artículo 8 de la Circular 22/2021/TT-BGDĐT del Ministerio de Educación y Formación, que regula la evaluación de los resultados de la formación de los estudiantes de secundaria, sujeta a los profesores a comentar y evaluar los resultados de la formación, el progreso, sobresaliente ventajas, limitaciones significativas de los estudiantes en el curso de la formación y el aprendizaje de la materia, y para controlar el aprendizaje y la formación de los estudiantes. Expresa consulta con los comentarios y evaluaciones de los profesores de la materia, retroalimentación de los padres de los estudiantes, agencias, organizaciones e individuos involucrados en el proceso educativo del estudiante; orienta a los estudiantes a realizar autocomentarios y, en base a ello, comentar y evaluar los resultados del entrenamiento de los estudiantes de acuerdo a los niveles prescritos.*

**PALABRAS CLAVE:** *Actividades de evaluación. Resultados del entrenamiento. Estudiantes de secundaria.*

## Introduction

According to the regulations on assessment of junior high school and high school students in Circular 22/2021/TT-BGDĐT, issued by the Ministry of Education (2021) and that has taken effect recently, there is a big change in the assessment of secondary and high school students compared to the past.

Student assessment is no longer referred to as assessment, grading of behavior and performance, but rather an assessment of student performance and learning. Accordingly, the assessment of the results of training and learning of students will be classified into 04 (four) levels: Good, Fair, Pass and Fail (Previously, the practice classification was classified into 4 categories: Good (T), fair (K), average (Tb), weak (Y); for academic grades, it will be classified into five categories: Excellent (G), fair (K), average (Tb), weak (Y), poor (Poor)).

Evaluate the student's training results based on the requirements to meet the essential qualities and general competencies according to the levels appropriate to the subject, the level of study specified in the education program, and the requirements to be met. Specific competencies are identified in the Curriculum of the general education program (SON; LONG, 2022). Subject teachers have, based on the Ministry of Education and Training regulations, to



comment and evaluate training results, progress, outstanding advantages, and significant limitations of students in the training and learning process (VIETNAM, 2021)

In high school, training results are considered ethical. Therefore, the evaluation of training results is often based on specific manifestations of ethical attitudes and behaviors. Such conceptual identification is like finding the relationship between training results and related concepts such as ethics, qualities, values, etc. and it has been creating issues that need to be considered with the drafting of legal documents, consistently directing the effective implementation of student training performance assessment activities of high school teachers (VAN, 2022; VUHONG, 2022). First, there should be consensus on the concept of the results of training students through the purpose, principles, criteria, and forms of evaluation.

### **Literature review**

Ralph Tyler (1966), in the study *Basic Principles of Curriculum and Instruction*, is considered to be one of the first to introduce the concept of educational evaluation. He uses the term evaluation to denote the process of assessing a learner's progress against goals achieved. He finds that this process is critical in providing information to achieve goals and to be accurate and efficient in the learning process. Tyler gives a diagram showing 3 main elements in the educational process: Objectives, learning experience, and student assessment. The goal of the educational program requires learners to achieve a system of knowledge and skills that can be applied to life.

Vo Xuan Dan (2003) with the *Ethical Viewpoint and the lifestyle of students at the University of Pedagogy Ho Chi Minh City* (ministry level topic - code B2001-23-11) deepened the study gaze to explore some conceptions of ethics and lifestyle of educators and researchers. Through theories, the author and the research team have built student surveys at the University of Pedagogy Ho Chi Minh City to find out students' perceptions of ethics, lifestyles, careers, and social issues. At the same time, the authors of the work have also proposed several solutions in the education of lifestyle ethics for students in general and for students at the Pedagogical University of Ho Chi Minh City in particular.

Cecil R. Reynolds and Randy W. Kamphaus (2005) has researched the *Clinician's Guide to the Behavior Assessment System for Children*. This study has clearly guided, in detail, how to evaluate the behavior of students aged 3 to 18 years old with a multi-method, multi-technical approach to behavioral and cognitive assessment. The author designed a way to diagnose and classify the complexity of student behavioral and emotional manifestations. Moreover, this



study also shows how to measure students' behavior through the assessment of the combination between teachers, parents, and self-assessment of students. In addition, the study presented very carefully the student's behavioral scale, and how to use it.

Le Thi Minh Trang (2013) has the work "Research on urban civilized behavior of Ho Chi Minh City youth", a PhD thesis in Psychology - Vietnam Academy of Social Sciences. The author has applied the psychological theory of urban civilized behavior to the study of urban civilized behavior of urban youth; this work points out the level of implementation of urban civilized behaviors of Ho Chi Minh City youth, the cause of the poor observance of the codes of conduct in urban areas. This study has proposed educational measures to raise awareness, attitudes, and implementation of urban civilized behaviors of young people.

The assessment and grading of pupils in high schools have been carried out so far by Circular 58/TT-BGD&DT and Circular 22/2021/TT-BGDĐT of the Ministry of Education and Training (VIETNAM, 2011; 2021) including assessment and grading of training results; evaluation and grading of academic performance, respectively. The evaluation and grading of pupil training results still have many shortcomings and a lack of synchronization. The bases and standards for assessing and classifying pupil training results are not fully oriented to ethical categories, and there are still important criteria and indicators to assess pupils' social skills. The assessment of pupil training results has not yet ensured consistency in all educational institutions and especially lacks updated changes to the characteristics of the new context. The purpose of the assessment of training results is to educate pupils about morality. Therefore, to better educate pupils about morality, it is necessary to change the methods, techniques, and content of the assessment of training results.

## **Research Methods**

Method of systematic approach: this study approaches a systematic point of view to study the evaluation of training results and manage the performance evaluation of high school students' training results. The activity of evaluating training results is a component of the educational management system in general and the quality management of students in particular. The activity of evaluating the results of training students has a close relationship with other educational evaluation activities.

Method of practical approach: this study approaches from a practical point of view to study the evaluation of training results and manage activities to evaluate training results of high school students. Every change in life, culture, and society has a great impact on people's



behavior, attitude, and morality. Ethical education, training results for students as well as the evaluation of students' training results must be consistent with the development of ethical standards in modern society.

**Method of historical-logical approach:** This study approaches from the historical-logical point of view. Requirements on ethical qualities and training results of high school students always must meet with the changing movement of modern society. Therefore, when building the evaluation criteria for training results as well as the way of evaluating training results, high school students must put in the general development orientation of the requirements of a modern, dynamic integration citizen as to not lose the national identity and traditions of the Vietnamese people.

**Method of theoretical research:** Analyzing and systematizing theoretical basis from selected domestic and foreign projects related to the evaluation of training results and management of performance evaluation practices high school students.

**Experience summary method:** This method aims to summarize some experiences of other provinces and cities in organizing the management of training results assessment for high school students; also the experience in some countries in the world on education, ethics and training results as well as evaluation of the results of training high school students.

## **Results and Discussion**

### **The purpose of evaluating the results of training high school students**

As well as evaluating learning results, the activities of evaluating students' training results have a purpose and practical meaning in order to determine the student's achievement level of the qualities through the comparison with the requirements of comprehensive education goals in high schools (SON; LONG, 2022). Specifically: helping managers, teachers, and related forces see the results of students' education and training ethics; from there, it is possible to analyze the situation, point out the good side, or what is not following the educational objectives and other relevant factors to make the necessary adjustments to improve the quality and effectiveness of education and ethics training in students.

The results of the evaluation of students' training results also help teachers who directly manage students to better understand each student, have more bases for classifying students, and implement integrated management regimes, policies, and measures for individuals and groups of students.



The process and results of the assessment of students' training results are also an important pedagogical measure to help each student improve awareness, attitude, and moral assessment skills of others and correct self-esteem (TRUNG; VAN, 2020), because there is pedagogical guidance. Self-awareness is a difficult and complex process, the comments (public opinion) of the collective about themselves are also one of the "materializing", "objectifying" processes of themselves, so that we can become more aware of ourselves. That is also the premise of self-cultivation and self-education. Self-education is self-awareness, self-esteem, and self-adjustment of awareness, attitude, and behavior according to the standards and values of family, school, and commune.

### **Principles of training results for high school students**

Evaluation of student training results show the need to comply with certain principles. Some of the following principles can be pointed out:

Principles of grasping educational purposes:

All activities of the school, if left away from the educational goals and objectives, will lead to deviations. Therefore, in the process of educating and training students as well as evaluating the result of student education, it is necessary to always grasp the purpose of students' education in general as well as the educational goals in particular. All contents, methods, forms, measures etc. of evaluation of students' training results must not harm nor negatively affect the educational results of students' training results, on the contrary, it must increase the positivity, and educational effectiveness of students' training results according to identified purposes.

Comprehensive, balanced, and focused assessment principles:

The comprehensiveness and balance are reflected in the content, the evaluation criteria for the results of training students must avoid unilateral and arbitrary aspects but must ensure adequate evaluation of the basic aspects according to educational objectives and contents. determined; assess both the awareness, attitude and ethical behavior of students, however, it is necessary to avoid scattering; the evaluation criteria and standards should focus on the striving-oriented focus, training the student's personality, or the urgent and pressing issues that need to be rectified. Comprehensiveness and balance also require consideration and evaluation of students' training results both qualitatively and quantitatively.







#### Objective principle:

Ethical assessment in general and students' training results, in particular, are complex issues, and difficult to quantify, so it is easy to fall into emotions, subjectivity or general comments etc. (HANG; VAN, 2020). To enhance objectivity in comments and assessments, the result of student education needs to have methods of detecting and revealing the qualities of this process, collecting facts that are reliable enough to be able to determine relatively accurately the moral level of students. To implement this principle, it is necessary to consider students in "their real relationships"; students' personality needs to be evaluated by their manifestations in students' activities, behavioral communication relationships, personal life, etc. (THUAN; LONG). The collection, analysis of objective facts, and generalization of reviews of many different people related to the object also increase the objectivity of the assessment etc. (DANGNGUYEN, 2022).

#### Principles of publicity, democracy, and fairness:

Evaluate students' training results related to honor, dignity etc. In order to limit errors and for the evaluation of students' training results to have a positive impact, it is necessary to ensure openness, democracy, and fairness. It is necessary to publicize the content, standards, methods, paths etc., and the results of student training. It is necessary to organize for individual and collectives of students to participate in the process of building standards, using methods, performing stages of the process of evaluating training results for students in accordance with the position of students who are both subjects and protagonist of the educational and training process.

#### Principle consistent with the object's characteristics:

The evaluation of students' training results must be suitable to the student's psychological, physiological, and social characteristics.

## **Criteria for evaluating the results of training high school students**

Thoroughly grasp the principles of goal orientation, comprehensiveness, and balance, the content of the assessment of students' training results on personality qualities should mention the following aspects:

Perceptions, attitudes, and behaviors that manifest citizenship qualities: attitudes and behaviors show that love for parents, teachers, friends, and social responsibility; belief in the school's educational traditions, the school's rules; legal awareness and behavior etc.

Worldview (perspective system): Attitude towards Ho Chi Minh's thought and positive learning, applying those views in learning, living, life, cultivation, practice etc. (TRUNG; VAN, 2020).

Ethical qualities in relationships, communication, and personal activities: have awareness, the right attitude, behavior in communication relationships, teacher-student behavior, friendship, love, and family; having awareness, attitudes, and behaviors in combating negative phenomena in the collective and preventing social evils; have a healthy lifestyle and personal activities (DANGNGUYEN, 2022; VUHONG, 2022)

Some specific provisions for high school students: awareness of learning; citizen quality and community relations; awareness of the behavior of obeying the rules and regulations of the school, and participation in training in social activities, politics, etc.; awareness and participation in mass activities etc.

Through analyzing the content to evaluate the training results of high school students, on the basis of the criteria of Circular 58, this study proposes some basic criteria to evaluate the training results of high school students as follows: fully and creatively complete the learning tasks according to the program, have a sense of self-study and academic growth; obey the laws and rules of the school; actively train the body and life skills; maintain hygiene, protect the environment and school property; actively respond to and participate in social activities, the movement "Friendly schools, active students", extracurricular activities and educating the school experience; honesty in the study, in life; have a sense of collective, helping others; respect parents, teachers, school staff; respect, unite and help friends; protect and promote school traditions.



## **Forms and methods of evaluating training results for high school students**

Evaluating student training results is a process, so the form of assessment includes regular assessment (daily, weekly, monthly), periodic assessment (semester), and year-end assessment. The aforementioned evaluation forms need to combine qualitative and quantitative assessment, process evaluation and final result evaluation, each side assessment, comprehensive evaluation etc.

The project *Developing the Curriculum* classified the goal of assessing students' emotions or attitudes according to levels such as after:

Reception: students are shown their concern about discord between groups of friends;  
Feedback: students voluntarily work to serve the requirements of the school, the Youth Union organization;  
Value: students express their desire to have a positive environment in the school;  
Organization: students can control their temperament when participating in activities inside and outside the school;  
Expression of personality by values or some values: students show and illustrate by their behavior a positive view of life (OLIVER, 2006).

To evaluate emotional outcomes, we must encourage students to express their feelings, attitudes, and values on topics discussed in class. The components participating in the assessment of training results for students may include:

- Method of self-assessment of each student according to the specific standards and instructions;
- Evaluation method of the group and collective of students according to certain standards and ways;
- Evaluation method of homeroom teacher (class teacher), student management staff; subject teachers;
- Reviews of other related subjects.

The method of assessing the results of training students is very diversified and flexible, including specific methods such as observation, direct communication, conversation etc. The author Tran Kieu (2003) gave several methods for evaluating the results of training students such as: observation; written inquiries; social surveying; seminars, interviews; in-depth analysis of each case; professional solution; multiple-choice; experiment; covenant between teacher and student; analysis of active products. This study also analyzed clearly that the methods listed above are difficult to implement at the same time under current conditions for a number of

reasons: homeroom teachers only have 4 periods/week; lack of facilities and means; the teacher's level of understanding about evaluating training results is still limited etc. Therefore, the three methods that schools often apply to evaluate the training results today are observation; In-depth analysis of each case; covenant between teachers and students.

### **The process of evaluating high school students' training results**

The process of evaluating training results for high school students has 6 basic steps as follows:

- Step 1: Determine the target to be assessed;
- Step 2: Prepare for the organization;
- Step 3. Determine evaluation method;
- Step 4: Conduct the assessment. In this step there are the following activities: selecting template; building tools; conducting an assessment; data processing; writing a report;
- Step 5: Respond to evaluation results and expected improvement measures;
- Step 6: Summarize the assessment and development of the question bank.

According to the author Tran Ba Hoanh (2000), the assessment and grading of the results of training of students in high schools are done in two stages:

Stage 1: Organize the process of educating students before rating and rating

The contents of this stage include: at the beginning of the school year, the school shall direct the head teacher to well organize the learning of the school year tasks, and the school's rules; firmly grasp the situation of classifying training results in the previous school year, preliminarily classifying the subjects, analyzing their strengths and weaknesses, thereby setting out appropriate educational methods for each student; well organize the educational process through specific educational activities, at the same time promote self-awareness, actively educate and train students; organize, guide and encourage the student's growth; regularly monitor and correct in time false manifestations to take measures to detect, prevent, and eliminate bad behaviors and habits etc.; coordinate with educational forces inside and outside the school to unify goals, content, and measures in education and in the evaluation of the results of training and ethics for students.



## Stage 2: Evaluate student training results

The content of this stage includes the correct and appropriate application of the assessment criteria to grade students training results; Performing the process of evaluating and ranking students periodically. The periodic process of evaluating training results for high school students is often flexibly applied in specific high schools.

Circular 22 of the Ministry of Education and Training does not stipulate the process of evaluating students training results. Therefore, in addition to periodically assessing students training results (weekly, monthly, semester, and school year), the school also evaluates and considers the results of students' training when serious violations occur.

Thus, the above diagrams have given several educational evaluation processes in general as well as the process of evaluating the results of training students in high schools in particular. Although the details of these procedures may vary, they already cover the basic steps of an evaluation process. However, each process has certain advantages and limitations, if it is suitable for large-scale standardized assessment, it will be difficult to fit with classroom assessment. Therefore, when building the process, it is necessary to clearly define which evaluation process is used for the purpose, the object, and the situation of the evaluation

## Conclusion

Ethics and training results are two concepts that are commonly understood by everyone. The results of training for high school students are qualities and morals that are shown in awareness, attitude, and behavior in learning, in life, in dealing with people, and with the surrounding environment. Evaluation of training results for high school students is making judgments and determining the level of achievement in terms of students' training results, based on the content and criteria specified according to educational objectives. On that basis, the school will have measures to maintain and reinforce the positive aspects and overcome the limitations of the training of students in the process of planning, organizing, directing, and inspecting the performance evaluation of high school students. Thus, to educating high school students in ethics to meet the educational objectives of the school.

In order to manage well activities of evaluating students' training results, the managers need to master the theory of evaluating the results of training students; synchronous implementation of management functions including planning, organizing, directing, and inspecting the implementation of the activity plan to evaluate the results of training students.

Managing activities of evaluating training results for students to perform smoothly, reasonably,



and scientifically in order to ensure good conditions to support the evaluation of students training results, to understand the factors that affect their activities is necessary to dynamically assess students training results bringing into play their strengths and weaknesses.

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