

## MANAGING ASSESSMENT ACTIVITIES TRAINING RESULTS FOR HIGH SCHOOL PUPILS IN HO CHI MINH CITY

### *GERENCIAMENTO DE ATIVIDADES DE AVALIAÇÃO DE RESULTADOS DE TREINAMENTO PARA ALUNOS DO ENSINO MÉDIO NA CIDADE DE HO CHI MINH*

### *GESTIÓN DE RESULTADOS DE CAPACITACIÓN DE ACTIVIDADES DE EVALUACIÓN PARA ALUMNOS DE ESCUELA SECUNDARIA EN LA CIUDAD DE HO CHI MINH*

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**ABSTRACT:** In high school, the training process of pupils is considered as the process of forming moral qualities. Therefore, the evaluation of training results is often based on specific manifestations of ethical attitudes and behaviors. Regarding the management of the evaluation of training and ethical results of pupils in high schools in Ho Chi Minh City, it has been implemented according to the regulations, circulars, and guidelines of the Ministry of Education and Training, and the Department of Education and Training has achieved the following results, contributing to reflect the quality of education, the quality and personality of pupils. This study will clarify the theoretical and practical basis for the content of activities assessment management of training results for high school pupils; survey, analyze and evaluate the current situation of management activities to evaluate training results; from there, develop appropriate measures to manage the evaluation of training results.

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

**RESUMO:** *No ensino médio, o processo de formação dos alunos é considerado como o processo de formação de qualidades morais. Portanto, a avaliação dos resultados do treinamento é muitas vezes baseada em manifestações específicas de atitudes e comportamentos éticos. No que diz respeito à gestão da avaliação da formação e dos resultados éticos dos alunos das escolas secundárias na cidade de Ho Chi Minh, implementada de acordo com os regulamentos, circulares e diretrizes do Ministério da Educação e Formação e do Departamento de Educação e Formação alcançou os seguintes resultados, contribuindo para refletir a qualidade da educação, a qualidade e a personalidade dos alunos. Este estudo esclarecerá as bases teóricas e práticas para o conteúdo das atividades de gestão de avaliação de resultados de treinamento para alunos do ensino médio; além de levantar e analisar a situação atual das atividades de gestão para avaliar os resultados da formação; e desenvolver medidas apropriadas para gerenciar a*

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*avaliação dos resultados do treinamento dos alunos nas escolas secundárias da cidade de Ho Chi Minh.*

**PALAVRAS-CHAVE:** *Gerenciamento. Atividades de avaliação. Resultados de treinamento. Ensino médio.*

**RESUMEN:** *En la escuela secundaria, el proceso de formación de los alumnos se considera como el proceso de formación de cualidades morales. Por lo tanto, la evaluación de los resultados de la formación a menudo se basa en manifestaciones específicas de actitudes y comportamientos éticos. En cuanto a la gestión de la evaluación de la formación y los resultados éticos de los alumnos de las escuelas secundarias de la ciudad de Ho Chi Minh, se ha implementado de acuerdo con las normas, circulares y directrices del Ministerio de Educación y Formación y el Departamento de Educación y Formación. ha logrado los siguientes resultados. determinados resultados, contribuyendo a reflejar la calidad de la educación, la calidad y la personalidad de los alumnos. Este estudio aclarará las bases teóricas y prácticas del contenido de las actividades de evaluación de la gestión de los resultados de la formación para alumnos de secundaria; encuestar, analizar y evaluar la situación actual de las actividades de gestión para evaluar los resultados de la formación; a partir de ahí, desarrollar las medidas adecuadas para gestionar la evaluación de los resultados de la formación de los alumnos en las escuelas secundarias de la ciudad de Ho Chi Minh.*

**PALABRAS CLAVE:** *Gestionar. Actividades de evaluación. Resultados de la formación. Bachillerato.*

## Introduction

Moral education for all levels of education has always been of interest to the Party, the State, and the Vietnamese education sector. Especially for high school pupils about comprehensive education of morality, intelligence, body, and beauty as President Ho Chi Minh once said "Morality is a very important root, without morality, people will not be a normal human being and social life will not be a normal, stable social life" (HO CHI MINH, 1983). The rapid development of economic and social fields and international integration in general and in Ho Chi Minh City, in particular, is having multi-dimensional impacts, affecting the formation and personality development of the young generation.

In high schools, the assessment of pupils' training results is also one of the important activities in the evaluation of educational results in general and the evaluation of pupils' training results shows the characteristics of the assessed object - the pupil's personality and morality.

The evaluation and grading of high school pupils have so far been carried out according to Circular 58/2011/TT-BGDĐT of the Ministry of Education and Training,

including assessment and grading of conduct; assessment, and classification of academic performance (MINISTRY OF EDUCATION AND TRAINING, 2011). In fact, the assessment and grading of pupil training results still have many shortcomings and 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 in accordance with the characteristics of the new context.

The Ministry of Education and Training has just issued Circular No. 22/2021/TT-BGDĐT regulating the assessment of junior high school pupils and high school pupils. Contents of assessment for the progress of learners, the purpose of the assessment is to determine the level of completion of training and learning tasks of pupils according to the requirements that need to be achieved specified in the general education program (MINISTRY OF EDUCATION AND TRAINING, 2021). This activity aims to provide accurate and timely information for pupils to adjust training and learning activities. Thereby, educational administrators and teachers through that also adjust teaching activities accordingly. Therefore, to provide better moral education for pupils, it is necessary to change the methods, techniques, and content of the assessment of training results.

In the past time, the management of activities to assess the training results of pupils at high schools in Ho Chi Minh City has been carried out according to the regulations, circulars, and guidelines of the Ministry of Education and Training and the Department of Education and Training, and has achieved certain results, contributing to reflect the quality of education, the quality, and personality of pupils. However, in the face of the requirement of the fundamental and comprehensive reform of general education, this work revealed many shortcomings and limitations. The summary report for the school year 2020-2021 commented: “The management of the assessment of training results of high school pupils in Ho Chi Minh City is still not synchronized, not tight from planning and organization to the implementation, examination, and evaluation of behavior assessment activities in high schools” (DEPARTMENT OF EDUCATION AND TRAINING, 2021).

Thus, the management of the evaluation of high school pupils' training results has not yet ended the consistency in all educational institutions and especially lacks updated changes in line with the current trends. characteristics of the new context. The purpose of managing activities to evaluate training results for high school pupils is for moral education activities for

pupils to achieve good results. Therefore, in order to better educate pupils about morality, it is necessary to reform this activity.

## Literature review

A. Clair Harding (1978) in his doctoral thesis *Moral values and their assessment: A personal construct theory approach (Ethical values and assessment: An individual approach theory)* at the University of Hong Kong emphasized: Making moral judgments of each individual is through the specific behavior of each person in each typical situation of that individual.

Peter F. Oliver (2006) in *Developing The Curriculum (Chapter 12)*, presents in-depth and detailed the assessment of different aspects of learners, especially high school pupils. This study analyzed the evaluation process, including pre-assessment, process assessment, and summative assessment. The author also delves into two measurement techniques: Standards-based measurement and criterion-based measurement. To evaluate the results of learners, the author mentions three areas: Skills; Awareness; Affection. Of the three areas mentioned above, according to the author, the area of emotion or attitude is the most difficult and complex because it is related to the pupil's ethics or behavior.

Tran Kieu (2003) with a study on methods of assessing training results for lower secondary pupils (Ministry-level project - code B-2001-49-23) has analyzed and synthesized the concepts of learning and training outcomes, evaluate training results, develop criteria for evaluating training results.

Cecil R. Reynolds and Randy W. Kamphaus (2005) has the research work the *Clinician's Guide to the Behavior Assessment System for Children*. This study clearly guides in detail on how to assess the behavior of students from 3 years old to 18 years old with a multi-method, multi-technological approach to behavioral assessment, cognitive assessment. The author has designed a way to diagnose and classify the complexity of behavioral and emotional expressions of students. Moreover, this study also shows how to measure students' behavior through collaborative assessment between teachers, parents, and students' self-assessment. In addition, the study has presented very carefully the attitude and behavior scale of students, and how to use the scale.

Vishalache Blakrishman (2009) has a doctoral thesis in education *Teaching moral education in secondary schools - Using real-life dilemmas at the University of Victoria - Newzeland*. In this study, the author mentioned that teaching morality to high school students

must be associated with practical factors of society such as religion, tradition, economy, family, assessment, etc. In particular, the author of the thesis has specifically analyzed real-life situations about moral education for high school students in Malaysia through situations where the author believes that there will be many choices depending on the situation of each individual or group of people or collective. Deciding which way to choose depends heavily on the moral values concepts of that individual or group of people.

Nguyen Thi Hoang Anh (2011) with the thesis of Doctor of Science Education majoring in Educational Management Building a management model of moral education for pupils in pedagogical universities in the current period has an in-depth analysis of the ethical situation and moral education of pupils in universities of pedagogy. The author of the thesis has also proposed a management model for moral education for pupils with 8 implementation measures to meet the requirements of fundamental and comprehensive innovation in higher education in Vietnam.

The Ministry of Education and Training has issued Circular 58/2011/TT-BGDĐT dated 12 December 2011, on regulations on assessment and grading of middle school and high school pupils. This regulation has provided a basis to evaluate and classify the training results of pupils as specific manifestations of ethical attitudes and behaviors; Conduct in relationships with teachers, teachers, officials, employees, family, friends, and social relations; Consciousness of striving to excel in learning; results of labor participation, collective activities of the class, school and society; exercise, maintain hygiene and protect the environment; And based on the results of commenting on the expressions of attitudes and behaviors of pupils towards the content of teaching the subject of general education as prescribed in the general education program at lower secondary and high school levels promulgated by the Minister of Education and Training. Training results are classified into 4 categories: good (T), good (K), average (Tb), weak (Y) after each semester and the whole school year. The classification of training results for the whole school year is mainly based on the classification of the results of the second semester and the progress of the pupils.

On 20 July 2021, the Minister of Education and Training issued Circular 22/2021/TT-BGDĐT regulating the assessment of junior high school pupils and high school pupils. Circular 22/2021/TT-BGDĐT takes effect from 5 September 2021, replacing Circular 58/2011/TT-BGDĐT dated 12 December 2011, Circular 26/2020/TT-BGDĐT dated 26 August 2020. This Circular prescribes the assessment of training and learning results of junior high school and high school pupils (collectively referred to as pupils), including assessment of training and learning results of pupils; use evaluation results; responsibilities of agencies,

organizations, and individuals; The subjects of application of this Circular include junior high schools, high schools, even those with many levels of education, specialized schools, and other educational institutions implementing the general education program set by the by the Ministry of Education and Training, relevant agencies, organizations, and individuals.

The roadmap for applying this assessment regulation is as follows: From 2021-2022 for grade 6; From 2022-2023 for grades 7 and 10; From 2023-2024 for grade 8 and grade 11; and from 2024-2025 for grades 9 and 12. Therefore, it takes time to implement, monitor, and evaluate.

## Methodology

Researching educational guiding documents on training results for high school pupils, specifically as follows:

03 legal documents of the Ministry of Education and Training on the assessment of training results of high school pupils;

09 guiding documents of Ho Chi Minh City Department of Education and Training on moral education, extracurricular activities, life skills, etc. for high school pupils.

The documents directing the educational activities of high schools in the last 5 years of the Ministry of Education and Training and the Department of Education and Training of Ho Chi Minh City.

Survey sample by questionnaire survey method: By survey questionnaire method, the authors conducted a survey on the actual status of activities to assess training results of high school pupils at 51 high schools in Ho Chi Minh City (accounting for the proportion of high school pupils, 50% of public high schools at the time of assessment). The number of people surveyed was 678 opinions of administrators, teachers and 890 opinions of pupils' parents. The period from 2017 to 2021.

Data processing convention: In the questionnaire with 5 levels of increasing choice, the coding is 1, 2, 3, 4, 5 with 1 being the lowest level, or unsatisfactory. Processing and statistics of survey questionnaires according to % and average score, with ratings. How to calculate by the formula:

$$\bar{x} = \frac{1}{N} \sum_{i=1}^5 x_i n_i$$

In there:

$\bar{x}$  is the average score;

$X_i$  is the score assigned to each level;  
 $n_i$  is the number of people giving points for each level;  
 $N$  is the total number of respondents for each question.

**Results and discussion**

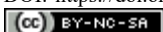
**The actual situation of assessment management of pupil training results in high schools in Ho Chi Minh City**

The general situation of training results for high school students in Ho Chi Minh City:

To learn more about the results of training high school students in recent years, based on the criteria for evaluating training results according to Circular 58, the author of the thesis organized a survey of 678 opinions of administrators and teachers. and 890 comments from parents of 51 high schools about the results of student training through 5 levels (weak, average, good, good, excellent) instead of the 5 levels specified in Circular 58 (table 1).

**Table 1 – The actual situation of training results for high school pupils**

Contents of assessment of training results for high school pupils evaluation object	Evaluation object	Level of achievement (%)					$\bar{x}$	Level
		Weak	Medium	Rather	Good	Excellent		
Fully and seriously complete the learning tasks according to the program with a sense of progress.	Administrators and teachers	9.8	10.1	11.3	18.7	50.1	4.1	1
	Pupil's parents	6.9	13.1	15.1	15.1	49.8	3.88	1
Comply well with the laws and regulations of the school.	Administrators and teachers	9.8	9.8	9.8	20.2	50.4	4.1	1
	Pupil's parents	9.8	20.2	9.8	9.8	50.4	3.7	4
Actively exercise the body.	Administrators and teachers	3.1	16.9	20.2	29.9	29.9	3.97	3
	Pupil's parents	6.9	13.1	20.2	29.9	29.9	3.63	5
Maintain hygiene and protect the environment.	Administrators and teachers	7.2	12.8	39.8	20.1	20.1	3.53	8
	Pupil's parents	6.9	13.1	40.2	19.9	19.9	3.33	7





Contents of assessment of training results for high school pupils evaluation object	Evaluation object	Level of achievement (%)					$\bar{x}$	Level
		Weak	Medium	Rather	Good	Excellent		
Actively respond to and participate in social activities, emulation movements and extra-curricular activities.	Administrators and teachers	7.2	12.8	20.1	20.1	39.8	3.93	6
	Pupil's parents	6.9	13.1	19.8	20.1	40.1	3.73	3
Honesty in the study and in life.	Administrators and teachers	17.3	12.6	39.8	20.1	10.2	3.13	10
	Pupil's parents	6.9	13.1	40.2	19.9	19.9	2.93	10
Have a sense of collective, help others.	Administrators and teachers	14.8	14.8	20.1	30.2	20.1	3.55	7
	Pupil's parents	5.1	5.1	19.8	39.8	30.2	3.85	2
Respect parents, teachers, school staff.	Administrators and teachers	4.9	15.2	20.1	29.9	29.9	3.95	4
	Pupil's parents	15.2	14.9	19.9	29.9	20.1	3.25	8
Respect, unite and help friends.	Administrators and teachers	4.9	15.2	20.1	29.9	29.9	3.95	4
	Pupil's parents	15.4	14.9	19.9	19.9	29.9	3.35	6

Source: Devised by the authors

Through the analysis of the general survey on the results of training high school students at the above 5 levels, combined with interviews with principals, teachers at high schools, research on records, etc., the students basically responded citizenship requirements. Most students are good, study hard, obey teachers, respect and help friends and people around. However, there is still a small part of students who are not aware of their behavior and work.

Through studying the records of disciplining students who are not good in recent years, the author of the thesis has recorded that all cases of student discipline are cases of students fighting, violating exam regulations, evading exams, etc. The author of the thesis also interviewed the homeroom teachers to learn more about the case of students who are not good, students who violate discipline. Most teachers believe that the school always creates conditions and opportunities for students to correct mistakes. However, each individual



student case has its own individual circumstances. That is why it is very important to seek psychological counseling and support from the school. Therefore, the assessment of training results in the right way will help students change for the better.

The actual situation of assessment management of training results of high school students: To survey the current status of high school students' performance assessment, a survey was conducted through questionnaires of 678 high school administrators and teachers. The results show that (Table 2):

**Table 2 - The actual situation of assessment management of training results for high school students**

Activities to evaluate training results of high school pupils	Level of achievement (%)					$\bar{x}$	Level
	Weak	Medium	Rather	Good	Excellent		
Disseminate, thoroughly raise awareness for students about learning rules and results of student training.	0	15.4	24.8	49.9	9.9	3.55	1
Determining the purpose of assessing student training results.	0	15.4	24.8	57.7	2.1	3.47	4
Determine the content and criteria for assessing the results of student training.	0	21.1	19.1	50.7	9.1	3.48	2
Develop methods, techniques, and procedures for assessing student training results.	0	44.8	15.4	19.9	19.9	3.15	8
Design assessment tools and information processing tools, evaluation results.	0	30.1	40.1	19.9	9.9	3.1	9
Small group pilot assessment.	0	50.1	30.1	9.9	9.9	2.8	12
Collecting information (survey, summarizing practical experience...)	0	15.1	35.2	39.8	9.9	3.45	5
Information processing and analysis.	0	35.1	15.3	24.8	24.8	3.4	6
Make comments, judgments, and conclusions.	0	24.8	16.7	43.1	15.4	3.48	2
Write evaluation reports and recommendations to relevant units and individuals on the renovation of the student ethics education council, the student training results evaluation board.	0	24.8	35.2	30.1	9.9	3.25	7
Feedback information about assessment results to relevant units, individuals, and students.	0	45.1	15.2	29.8	9.9	3.05	10

Activities to evaluate training results of high school pupils	Level of achievement (%)					$\bar{x}$	Level
	<i>Weak</i>	<i>Medium</i>	<i>Rather</i>	<i>Good</i>	<i>Excellent</i>		
Building a database and storing assessment results.	0	50.8	18.9	21.1	9.2	2.88	11

Source: Devised by the authors

To gain a deeper understanding of this issue, the author also interviewed principals. Ms. Nguyen Thi Minh Tam - Principal of Luong The Vinh High School also said that the criteria for evaluating training results issued according to the regulations of the Ministry are quite general. Therefore, most schools develop their own rules as a basis for assessing students' training results.

The limitation in schools today is that creative and experiential activities do not have uniform evaluation criteria. Some schools are still rigid about the scores of training results at the review stage, lacking records of the process of overcoming students' limited shortcomings; The emotional and subjective factors of the evaluator dominate the voting (when there is no consensus); some schools have a state of loosening discipline, violating students are not recorded and handled, leading to an unfair classification between one school and another. Issues related to the concept of defining criteria, pilot evaluation are completely foreign to teachers and supervisors because they have not learned these techniques.

### Measures for managing high school students' performance evaluation activities in Ho Chi Minh City

Measure 1. Organize the management apparatus for assessing student training results at high schools:

Evaluation of the training results of high school students is a step in the process of moral education after the end of each semester, each school year, and the whole course. All subjects involved in the assessment of training results for high school students (administrators, teachers, students) need to have full and correct awareness of the objectives and content of this activity (VAN, 2021), such as the importance of evaluating training results, the role of evaluating training results; the purpose of evaluating training results; rules, regulations, and regulations on evaluation of training results.

In addition, they must also be aware that their negative and improper actions will significantly affect the morality of high school students. Information about new trends in the evaluation of training results, inadequacies in the actual implementation of this work, problems to be overcome, and domestic and international experiences need to be fully informed (VAN, 2021). Organizing the management apparatus for assessing student training results closely will contribute to creating unity and synchronization from awareness to action in assessment activities.

Measure 2. Develop training topics for managers, teachers, and supervisors on assessment of training results for high school students:

Based on research and analysis of limitations and weaknesses of the management and assessment of student training results and the actual requirements and needs of administrators and teachers involved in the assessment process of training results for high school students who develop specialized training content on this issue.

This topic includes the assessment of training results and moral education for high school students. The topic is used to train and foster the content of knowledge, skills, and attitudes about the assessment of student training results for the aforementioned subjects in Ho Chi Minh City.

Measure 3. Organize training activities for administrators, teachers, and supervisors on assessment of training results for high school students:

This measure aims to increase awareness and capacity for administrators, teachers, and supervisors in assessing training results of high school students; help administrators and teachers gain more knowledge and skills in the process of evaluating training results for high school students; improve the quality and effectiveness of management and assessment of training results for high school students.

There must be a specific plan to check and evaluate the performance results within a certain time (TRUNG; VAN, 2020). The results of the assessment will be included to evaluate the efforts of each individual as well as each professional group and each high school. Use that result to consider emulation for teachers, taking it as a necessary criterion when considering priorities and preferential policies for teachers, creating motivation in the process of change (TRUNG; VAN, 2020).

Measure 4. Supplementing contents and criteria for evaluating and classifying training results of high school students:

Develop content to evaluate training results of high school students on the basis of criteria specified by the Ministry of Education and Training issued in accordance with

Circular 22/2021/TT-BGDDT dated 20 July 2021, of the Ministry of Education and Training on regulations on assessing junior high school students and high school students, supplementing criteria suitable to socio-economic development conditions in Ho Chi Minh City for the purpose of educating students to improve their character and personality. Be a good citizen of the city.

From the content of the criteria, design the grading method, and the scale to evaluate the training results of high school students in order to create fair and objective assessment results, making it easy for the school in moral education for students, and also help students easily strive to become good children.

Measure 5. Building a scale to evaluate training results of high school students:

From the contents of assessment of training results for high school students specified in Circular 22/2021/TT-BGDDT dated 20 July 2021, of the Ministry of Education and Training on regulations on assessment of junior high school and high school students and supplement criteria suitable for socio-economic development conditions in Ho Chi Minh City, this measure aim to concretize activities of evaluating training results for high school students; creating basic and easy conditions for schools to organize the evaluation and grading of student training results in a favorable way, creating fair and objective assessment results for students.

Measure 6. Innovating the method of assessing the results of student training by means of positive discipline education:

To improve the effectiveness of the assessment of student training results, it is necessary to innovate the method of assessing and classifying student training results, in which it is necessary to use positive discipline education methods.

Positive discipline education is a method of moral education to help students make more progress on the basis of helping students find, recognize, and correct their own shortcomings. Positive discipline education is based on the principle: In the best interests of the student; not hurt the student's body and mind; there is an agreement between the adult and the student; appropriate to the psychophysiological characteristics of the students.

Measure 7. Innovating the method of assessing students' training results through experiential and career-oriented educational activities:

Experiential education helps students voluntarily participate in activities to develop and improve their own qualities and potentials, cultivate a sense of independent living, and participate in sharing activities with the community. Students will form the noble qualities

that a citizen should have. Thereby, cultivating the capacity to respond positively to the changing environment and fulfill the role of a member of society.

Experiential education gives students the opportunity to develop their special interests and abilities while cultivating the ability to cooperate and unite in learning and build an inquisitive and creative style; help students form the habit of protecting the natural environment, and moreover, help students realize the value of life. Through the student's experiential activities, the school can assess the change in behavior and attitude, thereby assessing the student's moral comments more accurately, objectively, and fairly.

## **Conclusion**

The results of the survey on the current state of management of high school students' performance assessment through management functions show that the strengths of the management of high school students' behavior assessment in Ho Chi Minh City are the Ministry of Education and Training and The Department of Education and Training has fully issued legal documents as well as professional documents to direct and implement activities to evaluate training results of high school students. Directive documents at ministerial and departmental levels are consistent with science on student conduct assessment as well as the actual situation in Ho Chi Minh City and the whole country. The specific implementation through the functions of planning, organizing implementation, directing the implementation, and checking and evaluating activities of evaluating training results of high school students in accordance with regulations, has been deployed by 100% of schools. implementation declaration.

Based on the theoretical and practical bases, the principles of building measures to manage the assessment of training results of high school students, the authors have built 07 measures to manage the assessment activities behavior of high school students in Ho Chi Minh City. These are necessary measures for the assessment of training results for high school students in Ho Chi Minh City to achieve better results in the future.

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