

## **The reality of using alternative assessment strategies at the Algerian University -a field study at the University of Mohamed Boudiaf -M'sila-**

**Ali Larguet<sup>1</sup>, Sarah Quadri<sup>2</sup>, Abdelmalih Nekbil<sup>3</sup>**

<sup>1</sup>Akli Mohand Oulhadj University, Bouira, Algeria, a.larguet@univ-bouira.dz

<sup>2</sup>Akli Mohand Oulhadj University, Bouira, Algeria, drkouadrisarah@gmail.com

<sup>3</sup>Mohamed EL Bachir EL Ibrahimy University, Bordj Bou Arreridj, Algeria, abdelmalih.nekbil@univ-bba.dz

Received: 10/2023, Published: 11/2023

### **Abstract:**

The current study aimed to identify the degree of practice of professors of higher education of alternative assessment strategies, in addition to knowing the impact of variables: specialization, experience and training on the degree of practice of alternative assessment strategies. To achieve the objectives of the study, the descriptive analytical approach was relied upon, and the questionnaire as a basic tool for the study, consisting of 50 items distributed over six fields, and the study sample consisted of 369 professors from the University of Messila. The results showed that:

- University professors practice alternative assessment strategies with an average degree
- There are statistically significant differences in the degree to which university professors practice alternative assessment strategies due to two variables: the field of professional specialization.
- There were no statistically significant differences in the degree of practice of university professors for alternative evaluation strategies due to the variable of the formation of new professors

**Keywords:** pedagogical assessment, alternative assessment strategies, Algerian university, professors of higher education, degree of practice.

### **The problem of the study:**

The Algerian university entered the context of reforms and development at the beginning of the twenty-first century in 2004, when the Algerian higher education system adopted the LMD system adopted by European countries, and the Algerian university bet on it in order to develop and promote the higher education sector, and devoted efforts to establish its features so that there was a reform boom in the structure of education and the contents of programs and the conduct of various pedagogical work, including the evaluation process. Why the new reforms paid great attention to educational evaluation, as after the focus was on evaluation of learning, the focus in most of the evaluation reform efforts became on the concept of evaluation for learning by making it an essential element in the education process and continuing with it and using it as a tool to measure what the student knows (The know ledge) and can do (The know-how) in a realistic context, and thus entered the concepts of modern evaluation such as alternative calendar, which was termed multiple names such as: realistic calendar, natural calendar, authentic calendar, structural evaluation, and direct evaluation, the alternative calendar then does not stop at collecting information and facts and remembering them when performing tests, but rather pushes learners to link and analyze what they have learned In their lives and facing problems (Hijazi and Mahmoud, 2006, p. 57)

The importance of alternative evaluation comes in that it helps prepare learners for life, as the learner is asked to accomplish meaningful tasks related to his real life and solve his problems, and this is what higher education reforms tried to embody in the Algerian university, through Resolution N. 712 on evaluation and transition of November 03, 2011, which was amended by Resolution 1023 of July 27, 2023, according to which new evaluation mechanisms and practices were introduced, including Continuous monitoring of knowledge and qualifications, studying students' results and achievement problems, developing examination systems and pedagogical follow-up for professors, and establishing a quality assurance cell based on evaluation bodies at the college level.

The researchers monitored (through the exploratory study and teaching practice at the University of Mohamed Boudiaf in Messila) many of the difficulties facing the university professor in his practices of alternative evaluation strategies, which are related to the pedagogical organization of the university and the lack of pedagogical means, as well as the lack of clarity of good evaluation standards and others, and it is certain that the scientific certificate alone is not enough to entitle its owner to teach according to modern theories, and this is what the guardian authorities tried to remedy recently by issuing Ministerial Instruction

No. 932 dated July 28, 2016, which requires New assistant professors during the first year of employment to training courses to ensure their control of various teaching and evaluation competencies.

From all of the above, we try to monitor the reality of the practice of alternative assessment strategies by professors of higher education, and based on this, the problem of the study can be identified in the following questions:

- To what degree do university professors practice alternative assessment strategies?
- Are there statistically significant differences in the degree to which university professors practice alternative assessment strategies due to the variable of the field of professional specialization?
- Are there statistically significant differences in the degree to which university professors practice alternative evaluation strategies due to the variable of the formation of new professors?

**Study hypotheses:** The hypotheses of the study were formulated as follows:

- University professors practice alternative assessment strategies to an average degree.
- There are statistically significant differences in the degree to which university professors practice alternative assessment strategies due to the variable of the field of professional specialization
- There are statistically significant differences in the degree to which university professors practice alternative evaluation strategies due to the variable of the formation of new professors

**Importance of the study:**

The study has theoretical importance and applied importance, theoretically, its importance lies in highlighting the most important element of the educational process, which is the pedagogical calendar, and the current study - according to the knowledge of researchers - is one of the few local studies that have been concerned with the subject of alternative evaluation strategies at the University of Algeria, as most of the local studies that dealt with the subject of pedagogical evaluation were concerned with evaluation in the basic and secondary stages of education only.

In practice, the importance of this study appears in that it addresses the actual reality of the practice of alternative assessment strategies and thus gives a realistic picture of their use and the difficulties faced by the professor of higher education in that, and thus the custodian authorities can benefit from its results in developing and improving pedagogical evaluation.

**Study Concepts:**

- **Alternate calendar:**

Due to the novelty of the term alternative evaluation, Alternative Evaluation, there are many terms synonymous with this concept, such as authentic or realistic evaluation, performance evaluation, direct evaluation, and natural evaluation. Evaluation and Qualitative Evaluation all these terms carry in their contents a new philosophy of evaluation that goes beyond traditional evaluation methods and tools (Allam, 2004, p. 31).

Mueller defines alternative assessment as a type of assessment that asks the learner to perform real-life tasks that show his ability to effectively apply basic knowledge and skills, and his performance is divided or estimated on a descriptive or quantitative scale that shows the quality of his performance according to specific performance levels (Mueller, 2005, p2). Wikstrom believes that the alternative calendar is ongoing process in which the learner and the teacher make objective judgments about the learner's performance and improvement, using a range of methods and strategies such as performance tasks, achievement files, written reports, peer evaluation, cooperative learning activities, interviews and tests (Wikstrom, 2007, p14)

Through the previous definitions, alternative evaluation strategies can be defined procedurally as the various evaluation activities carried out by the professor, in which the student is subject to real and realistic situations or performances similar to reality, depending on multiple methods, including observational evaluation, performance-based evaluation, paper and pen evaluation, communication evaluation, achievement file evaluation, and self-evaluation.

- **The degree of the practice of alternative assessment strategies:** It is the grades obtained by the professors members of the sample (M'sila University for the academic year 2021/2022) in the paragraphs, axes, and the total score of the study questionnaire, and it was divided into three grades: weak, medium and high.

**Previous studies:**

1. The study of **Boujemaa Harizi (2018):** It aimed to find out the degree of application of intermediate education professors to the forms of continuous evaluation, and the most important difficulties they

encounter during their application from the point of view of professors and inspectors, and the study found that the degree of application of the professor to the forms of evaluation is medium from the point of view of professors and inspectors. The most important difficulties in the application of continuous evaluation forms by teachers are those related to the pupil.

2. The study of **Mubaraka Saleh Salem Bayhya (2019)**: It aimed to identify the degree of use of Arabic language teachers for alternative assessment and its tools in the primary stage, and the study reached several results, the most important of which is that the degree of use of alternative assessment was large and with an arithmetic average of 3.99, (Mubaraka Bayhya and Ahmed Al-Faqih, 2019)
3. **Ordinary bin Karim Al-Khalidi study (2014)**: It aimed to identify the degree of practice of natural science teachers in the intermediate stage of alternative evaluation skills planning and use of its tools and follow-up to its results, and the study found a weak degree of practice of the sample members of the skills (use, planning, and follow-up) alternative evaluation, and there are no statistically significant differences in the degree of practice attributed to the variables of years of work and gender.
4. **Kirikkaya & Vuckaya (2011)**: The study aimed to reveal the impact of alternative assessment activities on the levels of academic achievement of students by employing these activities in electricity, and the study found that the results in favor of the experimental group in telemetry are better in explaining and interpreting activities and controlling situations by achievement and that there is a positive relationship between the averages of the experimental group and Pre- and post-application in achievement for the experimental group, and that the achievement file promotes self-directed learning.
5. **Helen study. M (2005)**: It aimed to identify the attitudes of secondary mathematics teachers in the Australian city of Sydney on the use of alternative assessment strategies. The study found that more experienced teachers were satisfied with the use of traditional assessment methods (tests) while less experienced teachers were more positive towards using alternative assessment strategies.

#### Study methodology and field procedures:

**Study methodology:** The choice of the curriculum used for the study depends on its objectives, and the current study aims to identify the degree of practice of university professors for alternative evaluation strategies, and to compare the degrees of practice between the university professors according to the variables of the field of professional specialization, experience, and the formation of new professors, and in light of these goals we relied on the descriptive approach because it is based on studying the phenomenon as it is in reality, and describing it, analyzing and expressing it quantitatively and qualitatively with the intention of diagnosing it, revealing its aspects and determining the relationships between its elements.

#### Limitations of the study:

- **Time limits:** The study was conducted from November to December 2021
- **Spatial boundaries:** The study was conducted at the University of Mohamed Boudiaf in M'sila
- **Human limits:** represented by university professors, in all faculties.

#### Study population and sample:

The population of this study is determined by the total number of permanent professors in all faculties and institutes of Mohamed Boudiaf University in Messila. The number of members of the research community reached 1481.

As for the study sample, this study was based on a random sample of the most responsive and cooperative faculties at the University of Messila.

The questionnaire was distributed on paper and electronically, and 369 downloadable and analyzable questionnaires were retrieved.

- **Distribution of sample members:** The sample members are distributed according to their field of professional specialization, and training according to the following table:

**Table (1): Distribution of sample members by field of professional specialization variable and training of new professors**

Variables Field of Specialization	Genesis		Total
	receive	Did not receive	
Humanities and Social Sciences	30	48	<b>78</b>

Law and Political Science	18	30	<b>48</b>
Literature and languages	19	26	<b>45</b>
Economic, commercial and management sciences	13	12	<b>25</b>
Mathematics and Computer Science	28	28	<b>56</b>
science	19	32	<b>51</b>
technology	11	55	<b>66</b>
Total	138	231	<b>369</b>

**Study tool:** It was based on the review of the educational literature related to the subject of the current study, and the tools contained in it were used in the design of this study tool on the one hand, and on the other hand, the results of the directed interview conducted with some professors (22 professors) were relied on in the exploratory study.

After the judging process and confirming the psychometric properties of the questionnaire, it was finalized as follows:

**Part I:** Includes preliminary data, namely: the field of professional specialization, and the training of new professors

**The second part:** included five axes as shown in the following table:

**Table (02): Questionnaire axes and number of paragraphs**

Number of paragraphs	Axis
8	<b>Observational calendar</b>
9	<b>Performance-Based Assessment</b>
10	<b>Pen-based calendar</b>
9	<b>Communication-based calendar</b>
7	<b>Portfolio-based calendar</b>
7	<b>Self-Evaluation</b>
50	<b>The questionnaire as a whole</b>

The questionnaire was built according to the three-point Likert scale of practice score, where the responses are one of the following three options: low - medium - high

**Psychometric properties of the study instrument:**

**First: Honesty:** To ensure the truthfulness of the questionnaire and that it actually measures what was developed for it, the following two methods were followed:

- Authenticity of the (virtual) content:** After the initial formulation of the themes and paragraphs of the questionnaire, which initially included 53 paragraphs that measure the dimensions of the study, they were presented to a group of university professors with competence, who numbered 7 arbitrators, and they recommended making some amendments to make the number of paragraphs 50 paragraphs.
- The validity of internal consistency (constructive):** The validity of internal consistency was calculated by estimating the correlations between the degree of each paragraph with the degree of the axis to which it belongs and then between the degree of each axis with the total score of the questionnaire, as follows:

- **Validity of the internal consistency of the questionnaire paragraphs:**

The correlations between the score of each paragraph were estimated by the total degree of the axis to which it belongs by the Pearson correlation coefficient, which was statistically significant at the alpha significance levels ( $0.01 = \alpha$ ) and ( $0.05 = \alpha$ ).

- **Validity of the internal consistency of the questionnaire axes:** The correlations between the score of each axis were estimated by the total score of the questionnaire, which were all statistically significant at the alpha significance level ( $0.01 = \alpha$ ).

Therefore, it can be said that the questionnaire has a high degree of internal consistency of its paragraphs and axes, so the tool has high structural validity.

**Second: Stability:** To ensure that the questionnaire gives the same results if applied to the same sample in the same conditions, its stability coefficient was calculated by calculating the Cronbach thousand coefficient. The following table illustrates this:

**Table (03): Stability of questionnaire by Cronbach alpha**

axes	Number of paragraphs	Coefficient of stability (Cronbach's alpha)
The first axis	8	0,780
The second axis	9	0,806
Third Theme	10	0,822
Fourth Theme	9	0,801
Fifth Theme	7	0,794
Sixth Theme	7	0,771
The questionnaire as a whole	50	0,846

(Prepared by researchers based on the outputs of the SPSS program)

From the above table, looking at the value of the Cronbach alpha coefficient, which ranged between 0.822 and 0.771 and for the questionnaire as a whole, Its value reached 0.846, it can be said that these values indicate that this questionnaire has good stability and allows it to be adopted as a highly stable research tool.

**Presentation and interpretation of the discussion of the results:**

**1- Presentation, interpretation and discussion of the results of the first hypothesis:**

The first hypothesis of this study stated that: "University professors practice alternative evaluation strategies to an average degree" and to test this hypothesis, the arithmetic averages and standard deviations were extracted for each axis of the questionnaire and for the questionnaire as a whole as shown in Table 04:

**Table (04): Arithmetic averages and standard deviations of the questionnaire axes and the questionnaire as a whole**

Rank	Practice degree	Standard deviation	Arithmetic mean	Number of paragraphs	Axis
3	Medium	0,728	1,92	8	Observational calendar
4	Medium	0,662	1.88	9	Performance-Based Assessment
1	high	0,676	2,37	10	Pen-based calendar
2	Medium	0,667	2.04	9	Communication-based calendar
6	Low	0,656	1,32	7	Portfolio-based calendar
5	Medium	0,678	1,70	7	Self-Evaluation
	Medium	0,455	1.88	50	The questionnaire as a whole

(Prepared by researchers based on SPSS outputs)

Table 04 indicates that the overall average of the axes was 1.88 with a standard deviation of 0.45 and an average degree of practice, and that all axes came with an average degree except for the axis related to the evaluation based on paper and pen, which came with a high practice score and an arithmetic mean of 2.37 and a standard deviation of 0.676, and the axis related to the evaluation based on the achievement file, which came with a low practice score with an arithmetic average of 1.32. The values of the averages ranged between (1.32 and 2.37). Hence, the first hypothesis that: University professors practice alternative evaluation strategies with an average degree that has been achieved.

The practice of alternative assessment strategies by university professors to a moderate degree may be due to the lack of knowledge of some professors about the various alternative assessment strategies, as well as the insufficient time allocated for directed/applied work classes and lectures to practice the evaluation as required, overcrowding of cohorts that may reach 40 students in one cohort, in addition to the lack of training in the field of pedagogical assessment. This result agreed with the result of the study of Boujemaa Harizi

(2018) mentioned earlier, and differed with the result of the result of The study of Mohammed Al-Qawas (2016), through which he concluded that the degree of use of continuous evaluation and feedback methods by faculty members at the College of Education at Ibb University was poor.

It also disagreed with the study of Adi Al-Khalidi (2014), which found that the degree of practice of the sample members of the skills (use, planning, and follow-up) of the alternative calendar, as well as the study of Embaraka Bayhya (2019), which found that the degree of use of the alternative calendar was large with an arithmetic average of 3.99

As for the practice of university professors of the evaluation strategy based on paper and pen to a high degree, it can be explained that the written exams are closest to the traditional evaluation methods that the professor is accustomed to using, which reduces time and effort, and this result agreed with the study of Ramadan lines (2015), which found that professors rely entirely on achievement tests in the evaluation process, and the study of Omar Al-Thubaiti (2018), in which he found that the most used evaluation methods by faculty members at the University of Blonde is a written audition.

On the other hand, we find that professors practice the evaluation strategy with ACHIEVEMENT FILES LE TEXTBOOK with a low degree, and this result agreed with the study of Ashraf Attia Fouad, through which he concluded that the degree of teachers' practice of evaluation in the business file obtained the lowest degree of practice. In light of the negative trends towards business files by students and teachers because they drain effort without having an appropriate share of grades in the evaluation process. (Fouad, 2016, p. 107)

**2- Presentation, interpretation and discussion of the results of the second hypothesis:** which states that: "There are statistically significant differences in the degree of practice of university professors for alternative evaluation strategies due to the variable of the field of professional specialization"

To verify this hypothesis, the ANOVA single variance analysis was relied upon as shown in the following table:

**Table 05: ANOVA variance analysis test results for the significance of differences in the degree of practice by variable of the field of professional specialization**

Practice alternative assessment strategies	Contrast source	Degree of freedom	Sum of squares	Average squares	Value (P)	Significance level	Significance of differences
	Between groups	6	2945.43	420.77	3.07	0.003	function
	Inside groups	363	71127.02	136.78			
	Total	369	74072.45				

(Prepared by researchers based on SPSS outputs)

The above results indicate that there are statistically significant differences in the degree to which professors practice alternative assessment strategies due to the variable of the field of specialization. where the value of (p) was equal to 3.07, which is a function value at the significance level of 0.01, so the second hypothesis was fulfilled. To identify the trend of significance of differences, the Schiffet test was used for dimensional comparison as shown in the following table:

**Table 06: Results of the Test' Scheffe for Dimensional Comparisons between the Averages of Specialization Categories**

I	G	Average Differences (I – G)
science	Humanities and Social Sciences	*9.85
technology	Literature and languages	*11.02
Mathematics and Computer Science	Humanities and Social Sciences	*6.94

(\* function at significance level 0.01)

The results in the above table indicate that there are statistically significant differences in the practice of alternative assessment strategies between the averages of the sample members according to the variable of science, mathematics and computer science, and humanities and social sciences, where the value of (p) is

equal to (9.85) and (6.94), which is a function value at the level of significance 0.01 and the differences were in favor of the fields of science, mathematics and computer science.

It was also found that there were differences according to the variable of technology specialization and literature and languages specialization, where the value of (p) was equal to (11.02), which is a function value at the level of significance 0.01, and the differences were in favor of the technology major.

We note that these differences were in favor of scientific disciplines at the expense of humanitarian and literary disciplines, and these results can be attributed to the different nature of educational evaluation in different disciplines, as in humanitarian and literary disciplines there may be limited use of some alternative evaluation strategies, such as project-based performance evaluation, experiments, and observational evaluations, and this is indicated by the study of Hanafi Mohamed Taha (1994), which concluded that the faculties of education in Egypt still focus evaluation methods on which they depend on the preservation of information and neglect of other aspects related to higher levels of cognitive organization.

The results of this axis also differed with the study of Al-Qawas (2016), which revealed that there are differences in the students' point of view in the degree to which faculty members at the Faculty of Education, Ibb University, use continuous evaluation methods, and feedback attributed to the specialization variable (humanitarian, scientific, educational) in favor of educational specialization (Hamad Al-Qawas, 2016).

**Presentation, interpretation and discussion of the results** of the third hypothesis: which states that "there are statistically significant differences in the degree of practice of university professors for alternative evaluation strategies attributed to the variable of the formation of new professors" and to verify the validity of this hypothesis, the T-test was relied on for independent samples, and the result was as shown in the following table:

**Table (07): T test for independent samples to indicate differences in the degree of practice according to the variable of the formation of new professors**

Practice alternative assessment strategies	Genesis	Number	Arithmetic mean	Standard deviation	Value (v)	Degree of freedom	Significance level
	receive	138	154.17	12.44	2.354	367	0.120
	Did not receive	231	139.78	20.81			

(Prepared by researchers based on SPSS outputs)

It is clear from the above table that the value of (v) reached 2.354 at the degree of freedom 367, and the level of significance reached 0.120, which is a value greater than the level of significance (0.05), which is a non-statistically significant value at the level of significance ( $0.05 \geq \alpha$ ), (and therefore there are no statistically significant differences in the degree of practice attributed to the variable of the formation of new professors.

This result can be attributed to the fact that most of what new teachers receive in their first year of training is a theoretical and cognitive training, as Erzki Berkane put it: "We teach the teacher how to teach but we do not teach him how to do it" (Arezki Berkane, 1998, p. 173).

These results are in line with the findings of the Ramadan Lines Study (2015), where he pointed out that one of the most important difficulties faced by professors during the evaluation of competencies is the lack of training in the field of competencies, as the majority of professors (92.1%) believe that the training they received on how to conduct the evaluation process was insufficient.

**Conclusion and recommendations:**

In the current study, the use of alternative assessment strategies at the University of Algeria was highlighted through a field study in the faculties of the University of M'sila, and this study resulted in several results, the most important of which are: that university professors practice alternative evaluation strategies to an average degree, and there are statistically significant differences in this practice due to two variables: the field of professional specialization. In the light of these findings, the following proposals could be made:

- Conducting similar studies on the use of alternative assessment strategies at the Algerian University
- Building a practical guide that includes how university professors apply alternative assessment strategies in various educational situations, taking into account the fields of professional specializations.
- Provide research laboratories with the necessary tools to implement alternative assessment strategies

- Conducting periodic training courses for professors in the field of alternative evaluation and how to apply it and encouraging professors to participate in them and apply them through material and moral incentives.

#### References:

- 1-Embarka, Salem Saleh Bayhya, and Al-Faqih, Ahmed Hassan, **The reality of the use of Arabic language teachers for alternative assessment and its tools in the primary stage**. Journal of the Faculty of Education in Mansoura, 107(5), 2019, 527-579.
- 2-Boujemaa, Harizi, (2018). **"The reality and difficulties of applying intermediate education teachers to the forms of continuous evaluation"**. University of Mohamed Boudiaf M'sila, Department of Psychology, Algeria.
- 3-Al-Thubini, Omar, **Evaluation methods followed by faculty members and their relationship to the quality of learning outcomes among students of Shaqra University - Kingdom of Saudi Arabia -**. Educational Journal, Faculty of Education in Afif, 2018, 322-355-
- 4-Al-Jalidi, Hassan bin Ibrahim bin Hassan, **a proposed conception for the development of educational evaluation methods from the point of view of faculty members, Department of Arabic Language at Al-Jouf University, in the light of the modern trends of educational evaluation**. um Al-Qura University Journal for Educational and Psychological Sciences (1), 2019, 1-32.
- 5-Hijazi, Rida, and Farhani, Mahmoud, (2006). **The effectiveness of authentic evaluation tasks according to multiple intelligences in developing achievement and cognitive motivation to learn and seeking academic help in science among primary school students**, Thirteenth Annual National Conference "Arab Universities in the 21st Century", Egypt, Cairo, 710-775
- 6-Al-Khalidi, Bin Karim Adi, **The Degree of Practice of Teachers of Natural Sciences in the Intermediate Stage of Alternative Assessment Skills**, Journal of the Faculty of Education, Ain Shams, Egypt, Issue 38, Part 3, 2014, 463-415
- 7-Lines, Ramadan, **the use of mathematics teachers in the secondary stage of modern evaluation strategies in light of teaching according to the pedagogy of the competency approach**. Academic Journal of Humanities and Social Studies, 14, 2015, 44-56
- 8-Rajab, Mustafa, (1992). **Future developments and trends**, Bahrain, Arab Educational Organization.
- 9-Zarqane, Leila, (2013). **"A proposed training program for university faculty members in the light of quality standards in higher education at the universities of Setif 1-2"**.:Department of Psychology and Arthophonia Sciences. University of Setif 2, Algeria
- 10-Al-Zahrani, Abdulkareem Mohammed bin Rashid, (2009). **"A proposed conception for the development of tools to measure student achievement in accordance with the comprehensive quality standards of the Ministry of Education"**. um Al-Qura University, College of Education, Department of Psychology, Saudi Arabia.
- 11-Zeitoun, Ayeshe Mohammed, (2007). **Constructivist Theory and Strategies for Teaching Science**, Amman: Dar Al-Shorouk for Publishing and Distribution
- 12-Sassi, Bouzid, **The continuous evaluation of the student's academic achievement at the Algerian University between reality and the optimal approach**. Journal of Arts and Humanities, 09(18), 152-183.
- 13-Talha, Massoud, Badran, Dalilah, and Perwais, Warda, **The relationship between university evaluation and integration into social life - a critical and analytical approach -**. Al-Aseel Journal for Economic and Administrative Research, 04(02), 2020, 196-211.
- 14-Allam, Salahuddin Mahmoud, (2004). **Alternative educational evaluation: its theoretical and methodological foundations and field applications**. Al-Qaher Egypt: Dar Al-Fikr Al-Arabi for Printing and Publishing.
- 15-Fatiha, Lazazi, (2016). **"Educational evaluation in the Algerian school in light of the new reforms - evaluation of the academic achievement of students - a field study in the secondary schools of the Directorate of Education east of Algiers**. University of Algiers 2 Abou El Kassem Saadallah, Faculty of Social Sciences, Department of Sociology and Demography.
- 16-Fouad, Abu Hatab, Othman, Al-Sayed, and Amal, Sadiq, (2008). **Psychotherapy**. Egypt: Anglo-Egyptian Library
- 17-Fouad, Ashraf Attia, (2016). **"The reality of the practice of Islamic education teachers of alternative assessment methods and ways to develop them in the basic stage in Gaza"**. Faculty of Education, Islamic University of Gaza, Palestine.



- 18-Al-Qawas, Hamad Ahmed Murshid, **The degree to which faculty members at the Faculty of Education, Ibb University, use continuous evaluation methods and feedback from the point of view of their students.** Journal of the Whole in Psychological Studies and Educational Sciences (04), 45-60.
- 19-Congratulations, coupon. (2011). **"A study submitted to a master's degree in educational psychology. The reality of educational evaluation under the new university system - a field study at the University of Laghouat -.** Faculty of Humanities and Social Sciences, University of Laghouat, Algeria
- 20-Mohamed Taha, Hanafi, (1994). **"Student Evaluation Systems in Faculties of Education in Egypt and England - A Comparative Study -."** Faculty of Education, Ain Shams University, Egypt.
- 21-Miloud, Xian, (1998). **Foundations of Educational Evaluation Techniques**, Thala, Dat, Algeria.
- 22-Berlak, H. (1992). Towwar a new Science Of Educational Testing and Assessment (éd. 1). New York: State University Of New York.
- 23-Helen,M. (2005) Attitudes to the use of alternative assessment methods in mathematics: A study with secondary mathematics teachers in Sydney, Australia. Educational sciences in mathematics, (58) pp 21-44
- 24-Kirikkaya, E. & Vurkaya, G (2011) The Effect of using alternative assessment activities on students' success & attitudes in science & technology course. Educational sciences: theory & ractice. 11 (2). Pp 997-1004
- 25-Mueller, J. (2005) Authentic Assessment ToolboxM What is Authentic Assessment ? Retrieved 20Jun 2023 From: <https://jonfmueller.com/toolbox/whatisit.htm>
- 26-Napoli, A.R & Raymond, L.A (2004) How reliable are our assessment data? A comparison of the reliability of data produced in graded and un-graded conditions. Research in Higher Education, 45 (08) , pp 921 - 929
- 27-Wikstrom, N. (2007) *Alternative Assessment in Primary Years of international Baccalaureate education*, Retrieved 20 Jun 2023 From: <https://www.diva-portal.org/smash/get/diva2:199424/FULLTEXT01.pdf>
- 28-Napoli, A.R & Raymond, L.A (2004) How reliable are our assessment data? A comparison of the reliability of data produced in graded and un-graded conditions. Research in Higher Education, 45 (08) , pp 921 - 929
- 29- Wikstrom, N. (2007) *Alternative Assessment in Primary Years of international Baccalaureate education*, Retrieved 20 Jun 2023 From: <https://www.diva-portal.org/smash/get/diva2:199424/FULLTEXT01.pdf>