

A Theoretical Approach To Alternative Evaluation As A Modern Trend In Educational Evaluation

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Abstract: The current research paper aims to focus on a modern trend in educational evaluation, namely alternative evaluation. It is based on the assumption that knowledge is constructed and developed by learners through their learning experiences and academic progress. This can be accessed through active engagement in tasks and activities such as research, investigation of complex problems, field experiments and performance in real world tasks, the aim is to assess the learners cognitive and technical competence in order to enhance and develop these skills. Alternative evaluation has expanded beyond measuring academic achievement in different subjects to include various aspects of the learner personality. As a result, its scope has widened and its methods and techniques have become more diverse alternative evaluation is based on actual performance evaluation. And includes performance-based evaluation, paper and pencil evaluation, portfolio evaluation, self-evaluation, peer evaluation, observation-based evaluation, self-evaluation strategies and competency evaluation.

Keywords: *alternative evaluation; modern trend; educational evaluation; competence evaluation.*

1. INTRODUCTION

It is important to know that one of the objectives of education in general is to achieve quality in the teaching process and to improve it at the various stages of education, this is done in order to prepare children and young people to become outstanding individuals capable of coping with the increasingly complex life of this century, they should be able to contribute to development in an area characterized by rapid technological progress, the cognitive explosion, the information and communication revolution and globalization. This requires high quality teaching and effective learning methods. It can be achieved through the

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continuous development of teacher's professional competencies related to the evaluation process and the informed monitoring of student's performance and achievements in order to achieve the ambitious educational goals pursued by all educational institutions (ben Yassin, 2012, p515).

Evaluation has a historical background, although it is a relatively new concept in education, it is the process of determining the value of a particular thing or event, in other words, evaluation is a means of identifying strengths that can be emphasized and utilized, as well as identifying weaknesses that can be addressed or corrected (Bahi & al-azhari, 2006, p18).

According to (Al-Bakoush, 2021) evaluation is an important element in the educational process. It plays a crucial role in its success by creating balance and integration among its various components. It also leads to modification, adaptation or correction based on the data, information and judgements that result from it. Furthermore, the evaluation of learning outcomes (cognitive, skills and effective) is an essential part of teaching and learning. It links them together at all stages to provide feedback for improvement. This is because of its importance in determining the extent to which educational goals are being achieved, building on strengths and addressing weaknesses in order to achieve the desired goals (p.205). this process involves describing and providing important data about the phenomenon, as well as appreciation and judgement should be noted the educational evaluation serves different purposes, takes different forms and uses different procedures and methods.

Nevertheless, the dominant concept of educational evaluation refers to any organized procedure aimed at assessing the extent to which specific educational objectives are being achieved (amtanius, 1997, p152).

As the concept of evaluation has historically differed in terms of its temporal and spatial framework, as well as its tools and criteria, this difference arises from the approaches adopted in curriculum development. Although these differences are clearly evident in the pedagogical terminology of each teaching model, they essentially agree on the ultimate goal of the evaluation process, which is to improve the educational and pedagogical performance of the learners and to enhance the overall learning process. However, the implementation of evaluation in educational practice, the way it is carried out and the means used have varied between the different reference points. This variation has even influenced terminology, resulting in multiple and sometimes overlapping terms and concepts (belkacemi, 2022, p120).

One of the problems with evaluation in many educational practices is that it is often separate from the teaching and learning process.

Evaluation typically occurs after teaching has concluded and does not influence the instruction itself. In our educational system, mid-term and final examinations are the primary means of assessing students' progress and academic achievement. This is problematic because students do not receive feedback on their results or academic level until the learning process is complete.

As a result, students do not have the opportunity to relearn knowledge or skills that were inadequately mastered, as indicated by assessment results. There is considerable criticism and debate surrounding the use of cumulative standardized tests applied to large segments of the population. These tests are often criticized for being uncontextualized because they focus primarily on overall summative assessment. This has led to discussions about educational reform, particularly concerning the assessment process. Most past reform efforts have concentrated on educational outputs, such as the knowledge, skills, behaviors, and attitudes that students possess. Modern educational evaluation, however, involves contemporary strategies grounded in scientific and methodological principles. These strategies emphasize what students have learned and how they can apply this knowledge to real-life situations, rather than merely testing short-term memory for examinations a practice often referred to as test-driven learning. Accordingly, there is a need to reform (Khalil, 2011,p 274). Therefore, alternative evaluation which some refer to as authentic or realistic evaluation, has emerged because it reflects learners' achievements and measures them in real-life situations (Aboud, 2016, p1805, 1806).

The need for so-called alternative evaluation methods has emerged in various forms. In this context, (Al-nusayan and taha,2022) state that alternative evaluation emerged as a result of developments in educational thought since the mid -20th century, which included important features such as the shift from behaviorism to cognitivism, the emergence of constructivism, and the emphasis on learners constructing their own knowledge. The theory of multiple intelligences also emerged and had an impact on assessment methods and processes. In the last two decades, education systems have focused on implementing the concept of quality in their institutions, which has been a focus for education reform and assessment development committees. The emergence of alternative evaluation has led to a shift in the philosophy of evaluation, where evaluation is seen as part of real-life activities.

Instead of students answering test questions, alternative evaluation involves students carrying out tasks that may take the form of stories, experiments or evaluation reports. This shift shifts the focus from the learners outcome to the learning process itself, emphasizing analytical skills, the ability to apply creativity

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and to collaborate with others. Alternative evaluation reflects and measures learners' performance and authentic situations and helps students to engage in meaningful tasks that develop higher-order thinking skills, thereby enhancing their capacity for lifelong learning (p5, 6).

In the context of a comprehensive evaluation of the Algerian educational system, on 23 January 2008, the Algerian educational system witnessed the birth of the "education directive law No. 08/04", which is considered the second education charter after the 1976 decree. This law aimed to regulate the educational system, define its dimensions and establish its provisions. In March 2009, the ministry of education established the national committee for curriculum rewriting to improve the curriculum and address its shortcomings. The ministry of national education adopted the second generation of curriculum from the 2016/2017 academic year. These curriculums aimed to address the gaps and shortcomings identified in the first-generation curriculum, align the curriculum with the education directive act, the general curriculum framework and the methodological guide for curriculum development. They also aimed at strengthening the competence-based approach as a method for developing programs and organizing learning, adopting a systematic approach to achieve horizontal and vertical coherence, the explicit inclusion of values, attitudes and transversal competences, and the coherent structuring of all subjects. These reforms introduced new assessment methods in line with competence-based approach. Evaluation has become more comprehensive and diverse, measuring all aspects of the student's personality. Some of the newly introduced methods include observation networks, questionnaires, assessment portfolios, interviews and tests (Latrash & Rahmani, 2021, p63).

We note that the ministry of national education has been reviewing and adapting the national school examination system. The ministry has introduced a new method of assessing primary school students called assessment of achievements. This assessment has been implemented from the 2022-2023 school year for fifth grade classes. It involves the evaluation of student's achievements resulting from the targeted competences in the curriculum. It determines the level of acquisition of the specified competences and diagnoses and identifies possible learning deficits of each student in order to remedy them (law No. 08-04 of 23 January 2008, which includes the directive law on national education, decision of 8 January 2023, which establishes the organization and procedures of the assessment of achievements in primary education, as well as the admission procedures for the first year of secondary education).

Based on the above, it was necessary to present a theoretical approach to alternative evaluation as a modern direction in educational evaluation. This includes discussing the key concepts related to alternative evaluation, the underlying principles, the importance, characteristics and advantages of alternative evaluation. It also covers the methods and strategies used in alternative evaluation, as well as the tools involved. Finally, it concludes with a number of recommendations and suggestions. Consequently, several questions are raised and an attempt is made to answer them within the content of the research paper, which are as follows:

- what is the concept of alternative evaluation and what are its underlying principles?
- what is the meaning of alternative evaluation?
- what are the characteristics of alternative evaluation?
- what are the main methods and strategies used in alternative evaluation?
- what are the tools of alternative evaluation and what are their advantages?

2. The aim of the research paper:

The objectives of the research paper are to:

- to clarify the concept of alternative evaluation and its underlying principles.
- to highlight the importance of alternative evaluation.
- to identify the characteristics of alternative evaluation.
- to explore the methods, strategies and tools used in alternative evaluation.
- to highlight the benefits of alternative evaluation.

3. The importance of the research paper:

It lies in the need to adopt modern evaluation methods. It is also important to raise awareness among all stakeholders in the educational process, especially alternative evaluation and its tools. This is to ensure the provision of objective and realistic evaluation of the learner's level and actual performance in all cognitive, skills and emotional aspects, in parallel with traditional evaluation methods such as achievement tests.

4. The previous studies:

Bai'ba (2011) titled " the effectiveness of alternative assessment in enhancing academic achievement in some courses among a sample of female students at the college of education, king Faisal university" aimed to investigate the impact of using some alternative assessment methods, especially the project method, portfolio, and interviews, in enhancing academic achievement in certain

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subjects (educational measurement and evaluation, developmental psychology, and a research seminar in English language teaching). The study aimed to provide the field of educational evaluation with scientific information on the effectiveness of using alternative evaluation methods in improving academic performance in Saudi universities. In addition, the study aimed to develop some alternative evaluation methods that are consistent with the current research objectives and meet psychometric criteria. The sample consisted of (196) randomly selected female students from the college of education, divided into three core subjects: educational measurement and evaluation, developmental psychology, and a research seminar in English language teaching. The researcher used a quasi-experimental design and a self-developed structured interview questionnaire. The study found significant differences in favor of alternative evaluation methods compared to the traditional evaluation method in terms of academic achievement.

Harahsha (2016) titled "the use of alternative assessment strategies and tools by science teachers in the upper basic stage in the al- mafraq directorate for the academic year 2014/2015. The descriptive survey method was used. The results showed no significant differences in the extent to which science teachers use alternative evaluation strategies, which can be attributed to the influence of gender, academic qualification and experience.

Al- Qahtani & al- maliki (2020) entitled "the importance of alternative evaluation methods and tools in evaluating Arabic language learning in the elementary stage from the perspective of teachers in Jeddah province" aimed to determine the current use of alternative evaluation methods and tools by Arabic language teachers in the elementary stage. The study included a sample of (200) randomly selected teachers. The research instrument was a questionnaire developed by the researchers. The descriptive method was used to suit the nature of the study. The results showed that the overall of alternative evaluation questionnaire was (mean=3.71) indicating a high level of importance. Performance- based evaluation ranked first of (mean=3.92) followed by paper and pencil evaluation with (mean=3.90). peer evaluation had (mean=3.82). followed by communication-based evaluation with (mean=3.72). portfolio evaluation had (mean=3.52). self-evaluation had (mean=3.51) and observation-based evaluation had the lowest (mean=3.42).

Al- bakoush (2021) entitled "the role of alternative evaluation strategies in improving cognitive learning outcomes among university students" this study aimed to address the issue of alternative educational evaluation and its important strategies and positive role in improving learning outcomes among university

students. This was achieved by exploring the concept of alternative evaluation. Its key strategies and the role of alternative evaluation strategies in improving outcomes among university students. The researcher adopted a descriptive methodology and used interviews as a research tool. The results showed a diversity of opinions on the concept of alternative educational evaluation and its strategies.

Jumah al-saoudi & al-ali (2021) titled "the level of knowledge and use of alternative evaluation tools by basic stage teachers in light of some variables" this study aimed to determine the level of knowledge and use of alternative evaluation tools by basic stage teachers in schools in the Gaza strip, Palestine, in light of some variables. The study adopted a descriptive methodology and the study sample consisted of (134) randomly selected teachers. The research instrument used was a questionnaire developed by the researchers. The results showed that the level of teacher's knowledge about alternative evaluation tools reached 77.7% which is a high level. The study also revealed that there were no differences in the level of knowledge and use of alternative evaluation tools among teachers at the primary level, which could be attributed to variables such as gender, academic qualification, grades taught by the teacher, years of service, type of school, gender of pupils in the school, education district and participation in training courses. However, there were differences in the level of use attributed to the variable of specialization in favor of primary education.

5. comments on previous studies:

Based on the review of previous studies discussed in this research paper, the following observations can be made:

-most of the previous studies used questionnaires as a data collection tool, with the exception of the study by bai'ba (2021) which used a software program to measure the impact of alternative evaluation, and the study by al-bakoush (2021) which used interviews. In addition, most of studies used a descriptive methodology, such as the studies by harrasha (2016), al-qahtani and al-maliki (2020), al-bakoush (2021), and jumah al-saoudi and al-ali (2021), except for the study by bai'ba (2021), which used a quasi-experimental approach.

-the current research paper is in line with the previous studies in addressing the same variable, which is alternative evaluation.

-the current research paper differs from previous studies in that it presents an analytical theoretical approach, while previous studies focused on field studies.

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6. Definition and clarification of concepts and terminology in the research paper:

6.1. Alternative evaluation:

-there are different definitions of alternative evaluation, which can be considered as a realistic assessment that focuses on the learner's performance. One of the definitions states that alternative evaluation is a multidimensional assessment of a wide range of skills and abilities, not limited to traditional evaluation. It includes strategies such as observing students' performance, providing feedback on their work, conducting personal interviews, and reviewing past performance (al-hariri, 2008, p261).

Alternative evaluation can also be defined as evaluative activities carried out by teachers that place students in real and realistic situations or practices that are close and similar to real-life contexts. This is done through a variety of methods such as self-evaluation, peer evaluation, portfolio assessment, observation-based evaluation, oral examinations, written examinations and concept mapping. These methods are suitable for measuring skills and performance in their natural context (al- nassian & abdul kareem, 2022, p11).

(atwan & abu shaban, 2019) argue that alternative evaluation is based on the assumption that knowledge is constructed and developed by the learner, and that this knowledge varies from one context to another. The idea behind this type of evaluation is to create a comprehensive picture of the learner based on a range of alternatives (p27).

7. The basic principles of alternative evaluation:

The basic principles of alternative evaluation are outlined by (suleiman,2010) as follows:

1. the need for diversity in the use of evaluation tools and not to consider paper-and-pencil tests as the only evaluation tools.
2. Taking into account individual differences between learners in the measurement of traits and characteristics.
3. ensuring that the evaluation process is inclusive, involving pupils, teachers and parents, and that there is continuity in the evaluation process.
4. alternative evaluation is authentic assessment that emphasizes:
 - a. the practical aspect, emphasizing applications.
 - b. direct assessment, focusing on the direct measurement of performance.
 - c. the use of realistic problems.
 - d. encouraging open-ended thinking rather than focusing on what can be memorized (p485).

8. The importance of alternative evaluation in education:

Lies in several aspects. It helps to develop positive attitudes among students towards learning, teachers and themselves. It also takes into account individual differences among students, regardless of age, mental ability, cultural and social background. It facilitates the provision of engaging and meaningful tasks and activities in real-life contexts. It challenges student's abilities to question, to judge, to explore possibilities and alternatives. It enables students to actively participate in the assessment process by demonstrating what they can do, rather than justifying their weaknesses. This reduces test anxiety and increases self-esteem. It also involves parents more actively in the assessment process by providing them with meaningful information about their children's progress and encouraging them to look beyond test scores and reports when assessing their children's achievements (Qahtani & al-maliki, 2020, p21,22).

9. The characteristics of alternative evaluation:

9.1. It is based on pedagogical criteria, expected results and specific learning outcomes that aim to highlight student's skills and mastery of realistic problems.

9.2. It uses quantitative and qualitative methods of data analysis and interpretation, based on rules that deal with the processes and possible outcomes of student's responses.

9.3. It is based on direct assessment of performance, since alternative evaluation focuses directly on student's behavior and performance in processes and outcomes in the same context.

9.4. It is comprehensive, going beyond cognitive aspects to include skills, values and attitudes.

9.5. It is based on the use of different tools and methods to assess students' performance in different learning situations (asiri, 2020, p309).

10. The methods and strategies used in alternative evaluation:

10.1. performance-based evaluation:

Unlike traditional evaluation methods (objective tests) which focus on facts and specific skills, performance-based evaluation is designed to test what is more important, students' ability to use knowledge and skills in different realistic situations. Some forms of performance-based evaluation have been practiced for a long time, where teachers assess their students' competences by observing their performance. However, the focus on performance evaluation came as a direct response to criticism of traditional objective tests in their conventional format (mahaydat & al-mahasina, 2009, p33).

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10.2. Pencil and paper evaluation:

Pencil and paper evaluation is used to collect evidence of student learning. It can assess both factual and recall and higher order skills using carefully prepared instruments. It is an important strategy because tests are one of the most prominent means of measuring academic achievement. Pencil-and-paper tests can also identify the need for reteaching, followed by another test, to enable students to demonstrate learning of skills they have not previously mastered. As a basic principle, there should be no surprises in tests (damas, 2008, p64).

10.3. Portfolio evaluation:

Portfolio evaluation is one of the possible forms of performance evaluation. The student's portfolio has different meanings in different contexts. It can refer to a portable bag used to carry artwork, drawings, maps. In the context of psychological and educational measurement, the student's portfolio is synonymous with a work sample. Evaluation of a student's portfolio refers to the assessment of individual work samples. Evaluation and authentic assessment methods are designed to focus academic learning on real-life situations outside the classroom (al-thawabieh & all, 2023, p557).

Portfolio evaluation has received increasing attention in recent years and has become an integral part of classroom evaluation in developed countries, particularly the United States, and to varying degrees in many European countries, such as the Netherlands and England. It is also used in many large-scale assessment programs, such as national assessments and end of course assessments (alam, 2011, p157).

10.4. Self-evaluation:

Self-evaluation is seen as an important strategy in alternative evaluation that increases students' internal control and has a positive impact on their academic progress and behavior both in and out of school. It is defined as a tool or means for reflection, learning, self-monitoring or self-regulation of performance. It is understood as the student's ability to observe, analyses, and judge his or her own performance based to clear criteria, and then develop plans for improvement and development in collaboration between the teacher and the student (ma'shi & al-muqhim, 2019, p241).

It is intended as a teacher's or learner's self-evaluation, derived from democratic values that require learners to take responsibility for working towards goals they understand and consider worthy of their interest, as a means of discovering their own mistakes and weaknesses. This in turn, leads to adjustments in their behavior and progress in the right direction, making individuals more

tolerant of others mistakes because they have realized through experience that everyone makes mistakes. It is not wise to use these mistakes for defamation, blame or ridicule (al-kubaisi, 2015, p69).

10.5. Peer to peer evaluation:

Peer to peer evaluation refers to each student assessing the work for their peers, for example, two students exchanging tasks and assessing each other's work. Peer evaluation is a collective activity carried out by students, which allows them to observe different ways of communicating and to make more sensitive judgements about things. These group discussions help the teacher to understand the students learning. Peer evaluation improves the quality of learning and empowers learners, and it also help in self-evaluation by judging the work of others (al-hajaili, 2016, p222).

Peer evaluation is closely related to self-evaluation, as it involves each student evaluating the work of his or her peers. In this context, peer evaluation is seen as a genuine alternative evaluation method, in line with the recommendations of curriculum reform movements that have opened the door for peers to evaluate their peers as target entities in the learning and teaching process. Through classroom observation, it is clear that peer evaluation is in full swing and procedurally implemented in these classrooms (zaytoun, 2007, p652).

10.6. Evaluation by observation:

Is one of the most common evaluation methods after teacher-administered tests. This approach requires the teacher to continuously observe students as they engage in various tasks or activities in different academic areas, such as participating in discussions, presenting questions or examples, or developing skills. Daily teacher observation provides a clear vision of student progress that no other method of evaluation can provide. It is an effective method, especially in a curriculum that emphasizes diverse learning experiences (saadah & Ibrahim, 2014, p360).

According to (ramadan & masbah, 2022) observation based-evaluation is a process in which the teacher directs his various senses towards the learner with the aim of observing him in active situations. This is done to obtain information that can be used to evaluate the learner's skills, values, behavior, ethics and thinking process. observation provides the teacher with rich and accurate information that cannot always be obtained through other data collection tools. It is considered a qualitative method of evaluation and provides direct evidence of student learning (p 128, 129).

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10.7. self-review strategy:

Involves transforming previous learning into new learning by evaluating what the learner has learned by reflecting on their previous experiences. It helps to identify strengths and areas for improvement and sets the direction for future learning. This strategy is an essential component of self-directed learning as it provides learners with a real opportunity to develop skills beyond cognition, critical thinking, higher order thinking and problem solving. It enables learners to diagnose their performance strengths, identify their needs and asses their attitudes (al-bashir & braham, 2012, p 247).

11. Alternative evaluation tools:

Alternative assessment gives the teacher what students know, what they are able to do and what their learning requirements are. It also gives the teacher the opportunity to observe the extent of improvement in students' skills and abilities and the extent to which he benefits from feedback in building new knowledge, as well as in evaluating teaching strategies and the extent to which he achieves the objectives of the educational curriculum, The alternative evaluation has a variety of tools that can be mentioned below:

11.1. Checklists:

This tool consists a list of behaviors or actions that the teacher or student observes when performing a single task or multiple instructional tasks. Responses are recorded using assessment items with binary choices (yes/no, true/false, agree/disagree) (al-shujairi & al-zuhairi, 2022, p 194, 195).

11.2. Anecdotal records:

Anecdotal records provide a clear vision of the comprehensive growth aspects of the learner by continuously describing the observed performance. It provides the teacher with an authentic indicator to understand the learner's personality, skills and interests and allows for predictive, guiding, instructional pr therapeutic purposes (Ibrahim, 2017, p 92).

11.3. Rating scales:

A simple tool that indicates whether a learner's skills are low or high, each item has a range of categories or levels, whit one end representing the absence or minimal presence of the attribute being assessed, and the other end representing complete or perfect presence. The points in between represent different degrees of presence (hasbal-allah, 2019, p 552).

11.4. Evaluation through communication:

Communication, in its general concept, is an interactive activity involving the exchange of ideas and information using language. It can be carried out electronically, especially in this era of globalization, where teachers use computer equipment and data projectors (bessbasi & mesabih, 2022, p 223).

12. positive aspects of alternative evaluation:

- collaboration, interaction and sharing of experiences.
- it involves all levels of thinking.
- meaningful learning, connected to reality and taking responsibility for learning.
- respects individual differences through diversity.
- focused on improving the learning and teaching process (alouti & jallab, 2018, p94).

13. CONCLUSION:

In conclusion, evaluation in its general concept is one of the fundamental pillars of the educational process. It aims to improve both the teaching and learning processes. Therefore. Effective evaluation in the classroom will support the effectiveness of teaching as well as guide and support students by identifying their needs, problems, abilities and inclinations. Thus, there is a need for evaluation methods, strategies and tools that include realistic tasks that can provide more comprehensive information about student achievement and performance. This information can then be used to assess the quality of curriculum and programs and to improve the learning process. Evaluation is a diagnostic, preventive and remedial tool that targets strengths and weaknesses. Alternative evaluation aims to help teachers and students improve their learning by providing immediate, specific and continuous feedback to improve learning outcomes.

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