

Alternative evaluation as one of the modern strategies in the university evaluation

التقويم البديل كأحد الاستراتيجيات الحديثة في التقويم الجامعي

D.Megateli djaouida*

Blida 2 university, Algeria

m_djaouida_fr@yahoo.fr

Date of submission: 22/10/2024

D.Lemouchi Hayet

Blida 2 university, Algeria

hayet77@live.fr

Date of acceptance: 16/12/2024

Date of publication: 21/12/2024

Abstract:

الملخص:

Through this study, we aim to reveal new strategies in the university calendar known as alternative calendar and how it can contribute to the success of the university system and create frameworks that can serve each community according to its competence. By answering the question: What is the alternative evaluation as a modern strategy for the university evaluation?.

The process of evaluating in general and evaluating students in particular are essential elements of the overall quality of the educational system in general. The reforms undertaken in the last decades towards merit and adoption of the educational system focus on evaluating educational outcomes.

Keywords: alternative evaluation, modern strategies, university evaluation, Quality, educational system.

نهدف من خلال هذه الدراسة إلى الكشف عن استراتيجيات حديثة في التقويم الجامعي تعرف بالتقويم البديل وكيف يمكنه أن يساهم في إنجاح المنظومة الجامعية وتكوين إطارا يمكنها أن تخدم المجتمع كل حسب اختصاصه، من خلال الإجابة على التساؤل التالي: ما هو التقويم البديل كاستراتيجية حديثة للتقويم الجامعي؟.

تعد عملية التقويم بصورة عامة وتقويم الطلبة بصورة خاصة من العناصر الأساسية في الجودة الشاملة للنظام التربوي عامة. فإن الإصلاحات التي تجري في العقود الأخيرة حول الجودة والاعتماد في النظام التربوي تركز على تقويم النواتج التعليمية.

الكلمات المفتاحية: التقويم البديل، الاستراتيجيات الحديثة، التقويم الجامعي، الجودة، النظام التربوي.

* Corresponding author

1- Introduction

Universities are academic sociological scientific institutions that work to equip students with the knowledge, experience and skills they need in their present and future lives, thereby interacting with the social environment and making them able to upgrade and develop them. It also works to convey the social and civilization heritage and customs of society from one generation to another and instill it in students to take acceptable social behavior. It also develops, encourages and develops individual capacities and raises their motivation and desires for action and responds to new and changing challenges in society, keeping abreast of them and accommodating and meeting their requirements.

The assessment of students' learning is one of the most important stages of the educational process and the most relevant to the educational development sought by many educational systems in their different philosophies. It is the means by which educators and educators can judge its effectiveness in terms of the desired outcomes and its suitability for students' levels, development, abilities and multiple skills.

Evaluation is an integral part of the learning process and an essential component of the learning process, and it follows it in all its steps, and is defined as the process of judging the value of objects, subjects, attitudes or persons, based on certain criteria or tests.

In the field of academic education, the evaluation is defined as the process of knowing how successful or failing to achieve the curriculum's overall objectives, as well as its strengths and weaknesses, so that the desired goals can be achieved in the best possible manner.

2- Problematic of study

The assessment of students is one of the main pillars of any educational programmed and is an essential element of the educational process. It is of great importance to both the teacher, the student, the guardian and the administrator. The evaluation process helps the teacher to give grades to his students and diagnose weaknesses and strengths and the degree to which they attain the goals he has set for them. It also directs him to look for specific ways and means to better learn for his students. The importance of the student's assessment process comes from providing him with information on the degree of progress that he has made in reaching the established goals, as well as his weaknesses and strengths, as well as by

reflecting on him the improvement that follows his teacher's remedy for his situation. The guardian of the evaluation shall show him the status of his son and thereby assist him in remedying the situation if the student is vulnerable or in encouraging and caring for him if he is strong, inclined or interested in something good.

The evaluation officer reveals to him the effectiveness of the school curriculum and programmers. This greatly benefits in improving and developing the curriculum and conducting teacher training courses and educational workshops that guide them to the most successful ways of reaching the goals and objectives set.

The fields of evaluation extend to all elements of the educational process, including school content, educational and educational objectives, methods, activities and means, through a teacher, learner and other human capabilities and different educational structures with all the components of the curriculum(Salem and Halibi, 1419, p370).

The reality of students' assessment and educational measurement can also be described through advanced fields, including theoretical as well as technical In this context, the use of technology in tests can be described by writing questions and question banks by storing them in special files, building questions and specifications such as honesty, consistency, content, difficulty rate and discrimination, which is associated with the purpose of the test, as well as from the areas of the calendar to print the test, its appearance and its final form, The application of the CNC test in the application of the test, and then the correction of the test and the analysis of the results as a final step in the technical field and then the educational field and finally the social area of the lack of justice, anxiety and fear(Al-Qarni, 1419 A.D, p69).

The traditional evaluation is based on the various forms of examinations, applied once or several times in the academic year for the purpose of obtaining information on students' achievement for submission to those concerned. Students in the traditional evaluation do not participate in self-evaluation. This calendar does not positively affect education; Because it measures the skills of simple concepts expressed in numbers that do not provide valuable information about a student's learning, and through which learning outcomes that students master cannot be determined.

The evaluation in its modern sense went beyond the traditional understanding of the assessment of students' learning. s individual differences or skills, Measured in arbitrary degrees that often do not reflect the reality of students' abilities associated with higher thought processes and their ability to articulate judgments, make decisions and solve problems, as skills that enable students to cope with accelerated changes s development ", at a time when information technology and its innovations had touched and endowed this era. So the educational evaluation in his new approach includes modern evaluation strategies based on scientific and methodological bases education ", based on the reality and realities of what students learn, so as to ensure the quality of the educational process and its outputs in terms of the extent to which the learner attains for the purposes of education and its outcomes and enables it to identify performance or achievement to be evaluated as an indicator of the learner's activities and training to raise such performance as class questions, discussions and projects to be assigned to students, as well as actions to be undertaken by the teacher, to determine the graduation and assessment of students' work levels(Khalili, 1997).

This type of modern calendar is called Alternative evaluation and is a modern strategy aimed at identifying the student's productions in a way that is different from traditional methods and that has made the student feel himself in the interrogation and there is no usefulness of it. Through this intervention, we try to reveal alternative calendar methods by answering the following question: What is the alternative evaluation as a modern strategy for the university evaluation?.

3- Objectives and importance of the study

The primary objective of the study is to reveal the alternative calendar as a strategy for the university calendar new techniques in the calendar that benefit the student himself, the university and society as a whole, This is for the illiteracy played by the university calendar in benefiting from the university's outcomes of students and achieving the aspiration of university education. It is the graduation of community competencies according to his specialization. We do not leave the calendar until graduation, but it is always until we correct the mistakes in which higher education may have occurred and change the negative perception of the university level from the early years of university study. and involve the student in the evaluation of his university performance so that he feels responsible for the direction of his work.

4- Study terminology

▪ **Evaluation:**

The language calendar is straightforward, moderate and balanced, and it benefits to prevent and remove warp. In the pedagogical term Fudo Kitel defines the evaluation as "the collection of honest, consistent and effective information, and the analysis of the suitability of such information for a set of criteria for the objectives initially set, with a view to making a decision (Gebran, 1992, p1144).

The evaluation can be determined in two levels:

- At the level of the educational and formative system in its comprehensiveness: the concept of evaluation is defined as the totality of plans and practical actions that reveal the results of the educational and formative process in its entirety as compared with the starting position (comparison of the objectives to the results) in order to make appropriate decisions to modify, review and enhance the quality of educational performance and composition.
- At the pedagogical level: a methodology will be required to appreciate a particular person's educational achievement, diagnose learning difficulties that hinder his learning, with a view to making appropriate judgment and making the best decisions regarding the planning of the learner's academic future(Akkal, 2002, p32).

▪ **Alternative evaluation:**

The use of non-traditional methods in the evaluation other than codified tests based on the field of remembrance, based on placing the student in real situations that mimic reality and monitor his responses that enable him to retain information(Al-Absi, 2010).

Bakar and his collaborators (Bakker,et.,1990) know the alternative evaluation as a multidimensional evaluation of extensive abilities and skills, not only for paper and pen tests, but also for various other methods, such as observing the learner's performance, commenting on his or her results, interviewing him or her, and reviewing his or her past achievements(al-Mujahid, 2013).

Use of evaluation, evaluation and measurement words:

There is a confusion in the use of the words calendar and evaluation, and they are thought to mean one, although they are useful in indicating the

value of the thing, the word calendar is linguistically correct and more widespread. In addition to indicating the value of the thing, it means modifying or correcting what is disturbed. Hence, the calendar is more general and comprehensive than the evaluation, where the calendar does not stand at the point of indicating the value of something, but also must try to fix it and adjust it after judging it (happiness. I'm good. 1990)

The word evaluation is also more comprehensive than and wider than measurement, measurement is limited to quantitative aspects, whereas

The calendar includes both quantitative and qualitative aspects. The evaluation considers the safety valve and the key to the control of production in the educational process. It measures the efficiency of the educational process(Khalid, 1417 H, p59).

The terminology in Arabic has many meanings and the scholars fall into a confusion of terminology. Many use the word evaluation on the basis of measurement or evaluation, while the three terms differ from each other. It must be noted that the evaluation is the watchdog in the academic process where it determines whether the education received has achieved its goal.

5- Alternative evaluation strategies

5-1- Performance-Based Evaluation Strategy:

This strategy allows students to employ the skills they have learned in new life situations that mimic reality, demonstrating how well they have learned in the light of the educational outcomes to be achieved. A number of events that can serve as an appropriate example for applying this strategy, such as age, simulation, demonstration and debate, are part of this strategy (Ahmed, 2005).

typically divide alternative assessment into authentic assessment, performance-based assessment, and constructivist assessment. In authentic assessment, students are assigned to real-life, mean-ingful tasks that require them to make use of the knowledge they have gained to complete the tasks. Performance-based evaluation observes the ability of students

to use higher-order thinking skills (HOTS) while doing tasks and how they apply the skills that they have learned. Lastly, students are assigned tasks to examine their mastery of certain skills through constructivist assessment(Farrah Dina, & al, 2022).

Another category is performance-based assessment. In this assessment, students are given meaningful tasks that bear a resemblance to real-life, or authentic, situations. For this reason, performance-based assessment is sometimes used interchangeably with authentic assessment(Palm, 2008).

Through performance-based assessment, students are tested on their skills and abilities to support their findings with their knowledge(Ghaffar & Yusop, 2018).

or to perform some practical skills. Performance-based assessment also involves higher-order thinking skills, resulting in the creation of products or completion of processes(Chun, 2010).

Quite similar to performance-based assessment, portfolio-based assessment can be regarded as both a product and a process

As a product, a portfolio is a compilation of work that students produce over the course as evidence of their learning. On the other hand, it is also a process-oriented tool that enables students to observe their own learning. Portfolio assessment is both formative and summative assessment as it involves continuous, ongoing assessment as well as final assessment. It is often described as multidimensional as students incorporate different aspects of their work that they have produced throughout the learning course, such as essays, project reports, test performance, and even creative products. As stated earlier, portfolio-based assessment is, to some extent, a part of performance-based assessment.

We will provide a summary explanation of each event:

- **Submission:** A planned and structured presentation, which follows the learner, or a group of learners for a specific subject, and on a specific date, to show how they possess specific skills, such as the student...
- **Presentation:** Oral or practical presentation by the student or student group to clarify the concept or idea so as to demonstrate the learner's ability to resubmit the concept in a clear way and language. such as clarifying a concept through practical experience or linking it to reality.
- **Practical performance:** A set of actions to demonstrate knowledge, skills and trends through the student's performance of specific tasks implemented in practice. For example, a student is required to produce a stereotype, map, model, produce, use a device or design a computerized program...

- **Talk:** The student, or a group of students, talks about a particular subject within a specified and short period, And often this talk is a story narrative, or a retelling, Or to offer an idea to show his ability to express and summarize And connecting ideas, like a student talking about a movie he saw. Or a trip he made, or a story he read, or about an idea that came up in an educational situation, or a summary of his group's ideas to convey to another group.

On the other hand, the success of assessment as learning (AAL) depends mostly on students' active involvement in the learning process, which means that it emphasizes the students' role as the critical connector between assessment and learning.

Allen (2004) indicates that students are taught to monitor their learning through the process of met cognition and to achieve their personal learning goals. Educators assist students to become independent learners capable of monitoring their learning progress, recognizing the next steps of learning, and reflecting on their thinking and learning(Ontario Ministry of Education, 2010).

Educators can assess the ways students advance their learning, and help to enhance their understanding by providing learning models. Some examples of assessment as learning are impassive assessment, self-assessment, and peer assessment.

- **Exhibition:** Showcase students for their intellectual and scientific production somewhere and agreed time to show how well they can use their skills in a particular field to achieve a specific product.

- **Simulation/role playing:** Students carry out a dialogue or debate with all the movements and gestures required by the role in a situation resembling a real life attitude to demonstrate their cognitive and performance skills and their ability to follow instructions, communicate, make suggestions and make decisions through a task or solve a problem and the situation can be technically computerized, as the trainee integrates into a computerized simulated situation and must carry out the same kind of work and decisions that it expects to encounter in its future work. While explanatory-based simulation situations are placed in scenarios with human or non-human elements, technologically built computerized simulation situations present a position on a computer screen. During this situation, the student can demonstrate his ability to make decisions where the computerized program offers hundreds of different positions and elements.

Peer assessment refers to the approach of requiring students to provide constructive feedback to their peers on the quality of their work, which usually happens during students' group activities (Ghaffar & Yusop, 2018).

By carrying out peer assessment activities, students take the responsibility of the teacher and develop the skills to assess others and learn to provide constructive feedback to their peers. On the other hand, self-assessment is almost similar to peer assessment in that it is a formative process that helps students to realistically reflect on their self-performance and improve their learning (Ghaffar & Yusop, 2018).

- **Discussion/debate:** A meeting between two teams of students to discuss and discuss an issue, where each team takes a different view, as well as an arbitrator (one student) to demonstrate how persuasive the students can be, communicate, listen effectively and provide arguments and justifications in support of his or her point of view.

5-2- Note:

Observation is one of the important methods of evaluation, because it has a special character that distinguishes it from other methods of evaluation. It highlights the subject matter of the observation. In the case of a student's assessment - a situation that is of great interest to the teacher - the observation focuses on the actions of the student, i.e. on his behavior indicating the outcome of the learning.

The observation helps to reveal students' true behavior, one student may claim their love for their colleagues, His cooperation with them, while the observation shows the exact opposite, as he may be selfish and self-centered And not cooperating with his colleagues, he might have had a bad relationship with his classmates. In this way, the observation provides us with a realistic picture on the subject of the observation. The teacher can use the observation method to achieve the following objectives:

- Determine the student's attendance at or departure from the study;
- Determining the student's behavior in different situations.
- Determine the student's interest in and contribution to non-classroom and classroom activities;
- Identify the extent of the student's association with his/her colleagues and his/her relationship with them;
- Identify the student's values, habits and trends;
- Identify the student's preparations, abilities and skills in various fields;

- Recognize the student's pending possibilities of being able to think and solve problems (Al-Kharbisha, 2004).

The observational evaluation strategy is a type of qualitative evaluation in which students' behavior is recorded in order to identify their interests, tendencies, attitudes and interactions with each other, in order to obtain information that is useful in judging their performance, and in evaluating their skills and values.

5-3- Paper and PEN Strategy:

The pen-based calendar strategy and the paper of tests of all kinds are important strategies that measure learner's abilities and skills in specific fields and form an important part of the school calendar programmed. The strategy aims to measure students' level of possession of the mental and performance skills included in the educational products of a particular subject or research using carefully prepared tools. This calendar strategy can demonstrate the need for re-education followed by another test by which a learner can show his or her learning of skills he or she has not previously learned. A professor and students should discuss the quality of questions, their relative weight and provide learners with the test specification table. The basic principle is that there are no surprises in the exams (**Ahmed. 2005**)

- Its Characteristics:

- Obtaining information about the student's products.
- Provide quantitative and qualitative information on learning products to provide a degree of confidence when making decisions.
- Flexible so that they can be adapted and designed to suit the products.
- Information about learners' abilities in real life situations is available.
- Fourth: Communication Strategy:

Communication in its general sense is an interactive activity based on sending and receiving ideas and information using the language, and can be conducted electronically.

- Evaluation activities in contact:

• **Corresponding:** It is a predetermined meeting between teacher and learner, giving teacher the opportunity to obtain information regarding the learner's thoughts and trends towards a particular subject, or to assess the student's progress in (project). Research... etc.) to a certain date, through

discussion and then determine the subsequent steps needed to improve his learning.

- **Questions and Answers:** They are questions directly from the teacher to the learner to monitor his or her progress, gather information on the nature of his or her thinking and problem-solving method and differ from the interview that questions are born of the moment and attitude and do not need to be prepared in advance.

- **Conference:** Evaluate the student's progress in a particular project to a particular date, by holding a meeting between the teacher and the learner (Al-Dosari, 1421).

It is one of the types of tests that are widespread in the educational process in general, as well as to learn about many important aspects of educational achievement and the teachers focus on it because of its benefits. The most important of these is to provide students with courage, courage and thinking in an orderly manner. and the student is trained in logical thinking through conclusion and interpretation, which are the basic processes required by oral questions and which are characterized by training students in structured reasoning, proper expression, correction at the time of error and linking the subject's ideas And it's taken to take it that some students may get stammering and lurching and may focus on some students, It can enter the teacher's subjectivity and may not be well prepared. and may be superficial and formulated in a way that is difficult for some students to understand what is meant by the question.

5-5- Self-evaluation:

Is it for the person who has performed a job to review himself after that work has been terminated, to see how far he has achieved his predetermined goals, what outputs and products he has come out with, what difficulties he has encountered, and how he has overcome them? How does it affect the quality and mastery of work? How can this process finally be used to make future work more successful with less effort, more proficient achievements and less difficulty? So it is a process of comprehensive self-review of all aspects of the work performed, to get the feedback necessary for more proficient achievements.

Students can pursue a self-evaluation strategy, to be better able to build a self-educated and sophisticated personality. It seeks to renew and integrate into modern means of science and knowledge and improve performance in educational skills and improve the level of educational

attainment and personal competencies in all its aspects. One of the best experiences that prompts the student to choose the self-evaluation and the initiative to judge his performance is to allow students to design educational events that adopt the system of homogeneous and heterogeneous small groups; which carries out educational activities in the way of small or large enterprises. In the course of the implementation of the project, the student must be part of his group with the teacher's follow-up and guidance. He'll be able to adjust some steps himself without anyone asking him to. and would be able to assess its work and that of its group and balance their work with that of other groups. To gain practical experience in constructing an objective calendar intellectual structure that enables him to determine his level among his group and the level of his group with the rest of the group, he is not biased to himself or his group if their work and the outputs of their projects are less good, and he has the courage to say: My colleagues are better than me, and I've failed or failed this, and we have to adjust next times (Ahmed, 2005).

6- Alternative evaluation tools

- Monitoring/write-off lists

Monitoring or deletion lists include the list of acts or behaviors' monitored by the teacher or learner in carrying out one or more educational tasks or skills by monitoring responses to its paragraphs by selecting one of the following two pairs: correct or wrong, yes or no, OK or not. It is an appropriate tool for measuring the achievement of educational outcomes.

- Appreciation Ladders

The recognition ladders are based on the fragmentation of the task or educational skill to be evaluated into a set of partial tasks or skills consisting of the required skill, showing the extent to which students possess it, according to a step of four or five levels, one of which represents the lack or scarcity of skill, while the other party represents its very existence.

- Verbal appreciation ladders

This tool allows the teacher to include the skill levels to be verbally adjusted to a number of levels more detailed than the grading ladders, where an accurate description of the student's performance level is established, enabling the teacher to provide students with the feedback they need.

- Record Description of the Course of Learning

The student's expression in writing about things he or she has read, witnessed or learned, gives the teacher the opportunity to see the student's opinions and responses through their description record of the progress of their learning and how to link what they have learned with their past experiences. The successful application of this tool depends on the presence of a teacher capable of creating a safe environment that encourages students to express freely how they feel, without fear or fear of the negative impact of what they write on their achievement.

- Anecdotal Record

As an alternative calendar tool, the storybook provides a clear picture of the overall developmental aspects of the learner, by consistently describing what has been observed about his or her performance, providing the teacher with an honest indicator that enables him or her to identify the learner's personality, skills and interests, and to employ him or her for predictive, indicative, guiding or therapeutic purposes(Barakat).

As the world is becoming more advanced, a greater variety of technological tools that can help with learning are available on the market. (Ghaffar & Yusop, 2018).

define technology-based assessment as a method involving the use of digital technology and tools in learning to assess student learning. Technology-based assessments can be both formative and summative assessments. By using technology informative assessment, educators are able to provide real-time feedback to students(Timmis & al., 2016).

Furthermore, while using technology in learning, educators should think about the "four C's": collaboration, communication, critical thinking, and creative thinking. One example of technology-based assessment is retrieval practice, which helps students retrieve stored information in their minds

. In summative assessment, technology is used to analyze students, achievements. Some technology-based methods used for this purpose are the learning management system (LMS) and electronic portfolios (e-portfolios).

7- Alternative evaluation characteristics

7-1- relying on educational criteria, or desired expectations of the subjects:

The alternative evaluation aims to achieve distinct standards or limited educational outcomes of a wide range that require highlighting the student's diverse skills, implications and realistic outcomes.

7-2- Focus on realistic performance tasks requiring the creation of responses:

Traditional evaluation often focuses on types of test vocabulary that require choosing from alternatives given to simple information from textbooks. In the alternative calendar, responses that are substantially similar to the student's mental processes for solving real-life problems are required. Most performance tasks require the student to make an effort to arrive at complex judgments that require analysis of the problem. The definition of the various alternatives to their solution, and the skill of writing the method of the solution they deem appropriate or orally presenting the solution, or any other formulation, justify and interpret this solution.

7-3- Based on the direct evaluation of the conduct or performance desired:

The alternative evaluation attempts to directly evaluate the student's behavior and performance, i.e. the context in which the performance was used; Therefore, the tasks used in the test vocabulary should be a sample position representative of the skills and understanding required.

7-4- Based on different samples of performance over time:

The traditional evaluation depends mostly on the college grades in the familiar school tests applied at the end of a given period of study. The comprehensive alternative evaluation is conducted and applied over time, because it is concerned with examining the patterns and consistency of the student's work in order to determine the student's progress and development and is represented in the student's work files, for example, known as Portfolio.

7-5- Building on the normative evaluation system:

The alternative calendar focuses on finding indicators that give a clear picture of the student's performance without comparing it to that of his peers or the performance of a sample representative of these peers

- Barriers to alternative evaluation

One of the obstacles to the alternative evaluation is:

- The large number of students inside the classroom.
- Time set in the implementation of alternative evaluation activities.
- Lack of consideration in individual differences between students.
- In some alternative evaluation activities it is possible to have a material cost.
- Alternative evaluation activities require a great effort from the teacher or instructor in processing them

- Conclusion

The evaluation is a fundamental pillar of the educational process and an integral part of it. It is the means by which the goals achieved can be known, and to what extent the results are consistent with the effort of individuals at different levels and with the possibilities used. Through the evaluation, positive and negative aspects of the educational process can be identified and weaknesses and deficiencies diagnosed in order to take appropriate action

Teachers' use of alternative calendar strategies and tools and their awareness of each strategy's activities fall below them; Make their assessment of students' learning and education real and realistic, and make them more able to offer their students multiple learning opportunities. To show them their critical thinking and problem solving skills in their educational content and individual learning activities, deepen their understanding, and encourage them to reflect and review oneself.

Although this new pattern of calendar is an integral part of education reform movements and related major educational issues in many countries of the evolving world today, it has become the subject of much debate and debate in the educational community and among the country's measurement and evaluation experts. This controversy relates to intellectual frameworks, systemic issues, the psychological and pedagogical foundations on which the alternative educational evaluation is based, its social effects and its material requirements(Fragapane, & Rinaldi, 2020).

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