

Jihen ROUABHIA *

Baji Mokhtar University, Annaba (Algeria)

Email : Jihen.rouabhia@gmail.com



Abstract :

This study investigates the assessment of learner performance by teachers in the primary stage, specifically within the context of recent educational reforms. Traditional assessment methods, which focus exclusively on written and oral aspects, are often insufficient to provide a comprehensive and accurate understanding of a student's true mastery. A more complete picture requires complementing these methods with an assessment of the performance dimension. This allows teachers to form well-rounded judgments about student learning. Accordingly, this study aims to determine the extent to which teachers emphasize the assessment of learner performance.

Adopting a descriptive analytical approach, the researcher administered a questionnaire to a purposive sample of thirty (30) primary school teachers. The findings indicate that the current state of learner performance assessment is weak and is hindered by several challenges, including limited time and a lack of adequate resources and tools. The study concludes with a set of recommendations to address these difficulties, chief among which is providing teachers with specialized training to enhance their practical skills in this area.

Keywords: Assessment, Learner Performance, Types of Assessment, Assessment Tools, Assessment Criteria

المخلص :

تتناول هذه الدراسة موضوع تقويم أداء المتعلم في المرحلة الابتدائية من طرف المعلم، في إطار التغييرات الحديثة كون أن تقويم المتعلم في الجانبين الكتابي والشفوي فقط، غير قادر على إعطاء صورة دقيقة عن مستواه الحقيقي فيما درسه، إذ يجب تكملة ذلك بتقويم الجانب الأدائي لديه حتى يستطيع المعلم إصدار أحكام صحيحة بشأن تعلمات المتعلمين، ولذلك تهدف دراستنا إلى الكشف عن مدى اهتمام المعلمين بتقويم أداء المتعلمين، ومنه اختارت الباحثة عينة مكونة من (30) معلما في الابتدائي، وزعت عليهم استبياننا تم تصميمه لتحقيق الغرض من الدراسة، وقد اعتمدت على المنهج الوصفي المدعم بالتحليل.

وقد توصلت إلى مجموعة من النتائج منها : أن واقع تقويم أداء المتعلم من طرف المعلم في المرحلة الابتدائية كان بدرجة ضعيفة، وأنه يعاني الكثير من التحديات مثل ضيق الوقت ونقص الموارد والوسائل، وختمت الدراسة بمجموعة من المقترحات للحد من صعوباته، كان على رأسها تكوين المعلمين في هذا الموضوع والرفع من مستوى مهاراتهم العملية فيه.

الكلمات المفتاحية: التقويم أداء المتعلم أنواع التقويم أدوات التقويم معايير التقويم.

Introduction

The advancement of nations in the contemporary world is built upon knowledgeable, skilled, and well-adjusted individuals. These individuals possess the requisite knowledge, essential skills, and positive values concerning various issues, and they are capable of integrating and utilizing these attributes to produce appropriate performances in diverse life contexts, thereby contributing to the progress and refinement of their societies.

The quality of school education provided to these individuals serves as the cornerstone for achieving such aspirations. The assessment process that accompanies education is considered its backbone and structural framework, as it is an integral part of the process and an indicator of the extent to which its goals and objectives are achieved.

Accordingly, assessing learners from a new perspective one that involves measuring their performance in various situations both inside and outside the classroom and correcting any deviations has become an essential necessity. This approach moves beyond traditional assessment, which focused solely on a learner's theoretical acquisition of information without considering their ability to skillfully apply that information or to follow creative patterns to overcome a specific difficulty or problem within a simulated or real-life learning situation. This can only be achieved by relying on the competence of teachers who are responsible for training learners capable of driving progress and realistically contributing to solving various problems. This is done by adapting an education system based on learner activity and interaction with peers, in addition to creating assessment environments that focus on measuring a learner's actual performance in relation to the various problematic situations formulated within the assessment checkpoints encountered throughout their education.

It is no exaggeration to state that the assessment process is of paramount importance in making decisions about learners and in determining their future. The more this process is characterized by a sound and integrated construction, the better it can achieve its stated objectives: to provide an accurate and truthful assessment that genuinely reflects the learner's level in the subjects studied. Conversely, if this process suffers from multiple shortcomings, it will inevitably lead to negative outcomes that primarily affect the learner, depriving them of their rights and failing to duly recognize the efforts they exert in learning.

Modern assessment adopts a pioneering idea: the assessment of the learner is not based on the quantity of knowledge acquired about the subject studied, but rather on the extent to which that knowledge can be integratively invested through authentic performances. This approach particularly focuses on finding a true meaning in what the student learns.

Thus, the challenge for teachers during the process of evaluating learners and even during instruction is not to transmit a quantity of knowledge and then

test their ability to memorize and retrieve it. Instead, the challenge lies in enabling students to acquire lasting skills that allow them to use that knowledge to solve complex situations encountered within the classroom. This extends to essential skills possessed by individuals, namely, the ability to use their school-acquired knowledge to solve real-life problems faced within their societies.

This, in turn, requires teachers to change their beliefs and evaluative methods and to rely on performance-based assessment alongside knowledge-based assessment. This is essential for their practices to keep pace with the development sought by assessment as the core and ultimate purpose of the teaching/learning process.

This study is predicated on the following central question: To what extent do primary school teachers assess student performance and integrate the results of this assessment into final grade determination?

This primary question is further delineated into the following sub-questions:

- What assessment tools do teachers use to evaluate student performance?
- What methods do teachers prioritize in the assessment process?
- What criteria do teachers employ for performance assessment?

Through these questions, the study aims to describe the reality of teacher-led performance assessment and evaluate its alignment with current advancements in the field of educational assessment. In accordance with the established principles of scientific research, this descriptive study does not require the formulation of prior hypotheses.

The study pursues several key objectives. It seeks to ascertain the degree to which teachers evaluate student performance during various assessment periods and how they utilize this assessment in assigning grades and ranks. Additionally, the research endeavors to uncover the specific performance-based assessment practices of Arabic language teachers at the primary level and to what extent these practices conform to the standards of modern assessment science, particularly in terms of the diversity of tools and procedures. The study also aims to identify the strengths and weaknesses of the performance-based assessment adopted by this group of teachers and to propose methods for its enhancement.

The importance of this research lies in its focus on the practical, real-world dimension of teacher-based performance assessment. By describing the actual practices of teachers, the study provides valuable insights into the true competence of students, which is crucial for their future contributions to society. Furthermore, the study identifies a range of challenges that impede teachers in the performance assessment process, bringing these obstacles to the attention of both researchers and policymakers. It also highlights the significance of

performance assessment in promoting meaningful learning and fostering creative abilities.

The rationale for this study stems from the evolving nature of student assessment, which now necessitates a comprehensive approach that integrates both knowledge acquisition and the ability to apply that knowledge. This includes the capacity to solve problems in both classroom and real-world settings. A notable motivation for this research is the observed discrepancy between students' high cognitive achievement and their comparatively low performance-based output across various academic subjects.

Prior to conducting the study and beginning the collection, description, and analysis of data, an important methodological stage must be addressed. This stage defines the study's procedures and overall trajectory by detailing the following determinants:

Study Instrument

The researcher adopted the personal interview method with the study participants to ascertain their views on how primary-school teachers use learner performance assessment when assigning student grades. The purpose was also to identify their perceptions of learner performance, examine the clarity and variation of these perceptions, and determine how they are reflected in their actual performance assessment practices. The interview is a fundamental research tool conducted between the researcher and the study sample, designed to elicit opinions on the research topic. It is considered an oral questionnaire through which information and data are collected verbally from respondents (Badr, 1982, pp. 350–351).

In formulating the interview questions, the researcher ensured precision and clarity in expressing the study's variables. This was achieved by grounding the questions in the theoretical framework and by referencing prior studies. A pilot version of the interview was administered to a group of teachers to obtain their feedback and to assess the suitability of the questions and the extent to which they measured the intended constructs. Necessary modifications were made based on their observations. The interview consisted of nine questions, organized as follows:

1. What is the meaning of learner performance?
2. Do you evaluate learner performance?
3. What is the appropriate time for evaluating learner performance?
4. How do you evaluate learner performance: individually, with the whole class collectively, or in small groups?
5. Are you the sole person who determines the results of a learner's performance assessment, or do you rely on the opinions of other learners?
6. What tools do you use to evaluate learners' performance?
7. What criteria do you base your assessment of learner performance on?

8. In the case of a learner displaying low performance, what decisions and actions do you take?
9. Based on your field experience, what challenges and difficulties hinder a teacher from evaluating learners' performance and using that assessment to record their grades?

Study Boundaries

A. Human Scope

The researcher selected a random sample of 30 primary school teachers from various schools across the country to achieve the study's objectives. This was done to ensure a diversity of opinions and backgrounds regarding the process of teacher assessment of learner performance.

B. Geographical Scope

Interviews with the sample members were conducted in several primary institutions within the Annaba and El Tarf governorates. Five teachers were interviewed at each of the following schools:

- Saleh Boutwil Primary School in the Municipality of Chebaita Mokhtar (El Tarf)
- Fdawi Saleh Primary School in the Municipality of Chebaita Mokhtar (El Tarf)
- Shaibi Al-Arabi Primary School in the Municipality of Chebaita Mokhtar (El Tarf)
- Zouaghi Aboud Primary School in the Municipality of Chebaita Mokhtar (El Tarf)
- Bakhma Al-Saeed Primary School in the Municipality of El-Hajar (Annaba)
- Al-Awael School in the Municipality of Annaba (Annaba)

C. Temporal Scope

The study sample included teachers who were actively teaching during the first, second, and third trimesters of the 2024/2025 school year in the aforementioned institutions.

Study Methodology

The researcher utilized the descriptive method to portray the reality of teacher assessment of learner performance in primary education. This approach was used to identify the nature and dimensions of the phenomenon within its temporal and spatial contexts. The study extended beyond mere description to include analysis and interpretation, employing statistical tools to investigate the reasons behind the phenomenon's observed form. This allowed for an understanding of its operating mechanisms, which helped confirm the diagnosis of the current situation and propose alternatives for improvement.

Operational Definitions of Key Terms

a) Assessment

Assessment is an organized, teacher-led process for collecting quantitative and qualitative data on a learner's mastery of studied material. It measures this mastery against defined standards using various tools, such as written tests, oral questions, and practical performance observation. This process helps teachers make informed, fair judgments on the extent to which a student has achieved expected competencies and to make sound decisions about the learner's progress.

b) Learner's Performance

Learner's performance refers to a student's completion of assigned learning tasks. This includes the behaviors, activities, and actual procedures they undertake both inside and outside the classroom as part of the learning and achievement process.

c) Teacher

A teacher is an instructor or educator who instructs and evaluates pupils at the primary level of general education. They are responsible for implementing the curriculum in their specific subject area.

d) Primary Stage

In Algeria, the primary stage is the educational level that follows the preparatory stage and precedes the intermediate, secondary, and university stages. It is a five-year period that a learner typically enters at age six and finishes around age eleven. During this stage, students begin their academic formation by studying linguistic, scientific, and artistic subjects, which prepares them for progression to the intermediate stage upon completion of the fifth year.

Research Topic:

I Previous Studies on the Subject

Due to its significant role in achievement and success, learner performance assessment has received considerable attention in academic research and educational studies, particularly in recent years. The following is a review of some of these studies.

1. A study by Al-Nour 'Abd al-Rahman Muhammad Khair (Khair, 2015, pp. 1–28)

This theoretical and analytical study addressed the positive role of alternative assessment in measuring students' achievement and evaluating their performance at different educational levels. The study concluded that alternative assessment is a new approach adopted by teachers to measure student achievement and enhance their performance as an alternative to traditional assessment. This approach provides teachers and learners with feedback opportunities to review their work and offers teachers accurate information

about a learner's comprehension and how they apply previously acquired knowledge.

Alternative assessment requires learners to engage in authentic activities that demonstrate the extent of their learning and can measure what they can do in real-life situations. It employs several tools, such as:

- Individual or group projects with authentic or simulated tasks.
- Portfolios.
- Oral or practical presentations.
- Real or artificial experiments.
- Interviews.

Furthermore, this type of assessment provides important data on performance levels that can influence the teaching process, redirect its course, and facilitate the development of curricula and methods. The researcher recommended adopting this approach and promoting its culture within educational circles. A key feature of this study is its reliance on theoretical research, collecting information on the role of alternative assessment in evaluating student performance from existing theoretical studies and references. The researcher described and then analyzed these ideas to reach conclusions.

2. *A study by Safaa Ahmad Shehata (Shehata, 2012, pp. 152–180)*

This study, titled “Foundations of Evaluating Learner Performance and Measuring the Effectiveness of the Educational Institution (The Added Value Assessment Approach),” aimed to identify the realities and challenges of learner performance assessment systems and the measurement of the effectiveness of educational institutions in Egypt. It also sought to describe and analyze the concept of added value as a contemporary global approach to judging the development of learner performance.

Added value is defined as the value an educational institution should add to each learner's achievement and performance during each academic year, ensuring that each learner's cognitive growth is commensurate with their age. The study found that the learner performance assessment system in educational institutions suffers from many implementation problems, mainly due to the lack of institutional preparedness to apply it and a lack of understanding of its principles by teachers, their supervisors, parents, and even students.

Ultimately, the researcher proposed a model for an added-value assessment methodology by adapting a statistical program. This model calculates the average of each learner in each subject, then the general average across all subjects, combines the two, and subtracts them from the expected average performance for each subject to obtain a learner's growth score. This score is then used to judge the added value achieved.

A notable characteristic of this study is that it did not use a fieldwork instrument—such as questionnaires, interviews, or observations—to investigate

the problems of learner performance assessment. Instead, it compiled results from other research studies and integrated them under the heading of the reality of learner performance assessment.

3. A study by Ramadan Khoutout (Khoutout, 2016, pp. 125–143)

This study, titled “Performance Assessment in the Context of the Competency-Based Approach,” highlighted the methods and techniques of assessing learner performance and identified the difficulties teachers face that prevent them from assessing their learners' performance. The study pointed out that most teachers still use outdated assessment methods and also suffer from insufficient training in the field of assessment. It called for the need to involve teachers in new reforms to ensure their proper implementation.

Similar to the previous study, this research did not rely on a field instrument to uncover the real difficulties teachers face in assessing student performance. It instead drew its conclusions from the findings of prior studies on the same topic.

4. A study by Riham Ali Al-Sayed Al-Shukheibi (2017)

A purely theoretical study by Riham Ali Al-Sayed Al-Shukheibi (2017), titled “Value-Added as an Approach to Evaluating the Performance of Educational Institutions in Light of the Experiences of Some Countries,” examined the concept of value-added in education and its assessment. The researcher presented its concept, importance, requirements, and pillars, and described it as a modern assessment method. The study compared value-added to other assessment methods and concluded with a call for its implementation in Egyptian educational institutions under the supervision of educational directorates. Al-Shukheibi recommended defining specific standards and indicators for performance assessment and holding workshops to train teachers, supervisors, and administrators on the value-added model, in addition to adopting a set of tests to measure desired mastery levels.

5. A study by Rabee‘ ‘Abdu Ahmad Nashwan (2017) Study

A study by Rabee‘ ‘Abdu Ahmad Nashwan (2017), titled “Test-Taking Strategies and Their Impact on Performance Level and the Psychometric Properties of the Test and Its Items,” aimed to describe and analyze students' test-taking strategies. The researcher sought to identify the most frequently used strategies, their effect on performance, and their impact on a test's difficulty, reliability, and validity.

To achieve this, Nashwan developed a test-taking strategies scale with five components:

- Organizing and planning answer time.
- Analyzing the questions.
- Planning and organizing the answer.
- Regulation and control.

▪ Post-test.

An achievement test was also constructed and administered to a hypothetical sample of 181 undergraduate students from the Faculty of Education. The study yielded the following results:

- The sample's application of test-taking performance was at a moderate level, with the exception of the "regulation and control" strategy, which was used at a weak level.
- Students' scores were directly affected by the extent of their strategy use; scores increased with greater use and decreased with less use.
- Final scores could be predicted by the application of these strategies, with question analysis and regulation and control being the most significant predictors.
- The difficulty of test questions decreased with greater use of the strategies and increased with less use.
- The validity and reliability of the test increased with greater use of test-taking strategies by the sample.
- This study is considered a key resource for those involved in the assessment process. It provides insights into how learners' test-taking strategies affect their performance and how these strategies can be measured. The findings can be used to guide teachers to consider these strategies when formulating questions and to train their students in them, ultimately helping to reduce significant discrepancies in test results.

II Theoretical Framework of the Study

1. The Concept of Assessing Learner Performance

The concept of performance is central to contemporary educational paradigms. Modern educational systems are defined by the extent to which they attend to learners' abilities, competencies, and the quality of their task execution. In general, performance assessment is a structured process designed to improve performance and address a learner's difficulties. It involves comparing a learner's current performance with the expected and desired performance, whether individually or as a group. This process identifies performance deficiencies and the factors influencing their quality, such as the learning environment itself.

Hilal (2016) defines performance assessment as "the effort exerted by the teacher to plan, organize, and direct learner performance, whether individual or collective, and to establish acceptable and agreed-upon standards within the learning environment vertically and horizontally to judge the quality of performance" (p. 13). This perspective shifts the focus of subject matter instruction from mere knowledge and concepts to their practical application and empowers the learner to use them. It requires creating conditions that prepare the learner to perform optimally and striving to help the learner achieve the

highest quality levels. Al-Alfi (2023) further characterizes it as "an objective process of measuring the amount of work accomplished and its level compared with what is required to be accomplished in quantity and quality, in the form of a relative relationship between what is achieved and what is required" (p. 19).

The distinction between behavior and performance lies in their intentionality. Behavior represents an individual's actions in real-life situations, while performance is intentional, functional, goal-oriented behavior tied to specific conditions. Performance can be categorized into two types: overt performance (e.g., speaking and moving), which can be observed, and covert performance (e.g., thinking and imagining), which cannot. According to Assaf (1988), teachers must focus on both types and their alignment, analyzing intellectual traits, behavioral skills, and affective skills to uncover individual differences (p. 174).

Previous assessment practices, despite their continuous efforts to enable students to achieve optimal results by using available cognitive, skill-based, and affective resources, have shown limitations in directing learners' abilities to meet target profiles. To properly assess student performance, a teacher must find precise answers to the following questions: What is the student's method of performance? Why do they perform in this way? Do they always perform in this way? Is this performance influenced only by circumstances? How can the performance be changed? This process is supported by identifying performance deficiencies, determining their causes, taking appropriate developmental measures, and revising the assessment system. It also involves reviewing and potentially replacing supporting tools, changing training locations, and upgrading reward systems.

2. The Importance of Assessing Learner Performance

Performance assessment serves as a means rather than an end. It provides an opportunity to recalibrate the teacher-learner relationship, which has traditionally been based on the teacher's unilateral authority to measure and evaluate a learner's competence without clear agreement or understanding of roles and tasks. Thus, performance assessment helps teachers identify learners' genuine needs, enabling them to achieve desired objectives. It does so by accurately identifying each learner's capacities, collecting precise data about their performance, and making sound decisions about reinforcement and remediation while accounting for individual differences by providing equal opportunities for participation.

Based on the preceding points, performance assessment offers numerous benefits for both teachers and students. According to Al-Rubaie (2021), the most significant of these benefits are (pp. 152-153):

- Identifying performance deficiencies and determining training needs through support and reinforcement programs.

- Measuring the gap between available and targeted capacities, and uncovering and revitalizing latent and unused capacities.
- Distributing opportunities equitably and elevating performance to optimal levels.
- Providing data for making informed decisions about the student.
- Monitoring and directing performance to help the learner achieve desired expectations and enhancing their ability to synthesize, analyze, find solutions, and cooperate.
- Strengthening the teacher-student relationship by avoiding subjective, opinion-based judgments.

In summary, assessing student performance highlights the learner's practical application of knowledge and skills. It allows the learner to demonstrate their skills in multiple ways, fostering self-reliance in problem-solving within the community (Sharp, 2015, p. 42). Furthermore, it provides the learner with feedback on their strengths and weaknesses in required performance. Feedback, as defined by Al-Samurai (2019), involves providing the learner with continuous information about the progress of their learning and performance (pp. 519-547), enabling them to create plans for improvement and correction.

3. *Assessment Methods for Learner Performance*

Performance-based assessment requires a variety of methods for learners to demonstrate their skills in authentic or simulated real-life contexts. For a teacher to effectively assess performance, they must first provide students with opportunities to familiarize themselves with and practice the assigned tasks and activities. Subsequently, the teacher must offer continuous assessment, correcting any deviations and providing guidance. The following methods are foundational to this process, enhancing productivity and efficiency for both teachers and learners.

Analytical Performance Rating Scale

According to Al-Zahrani (2022), this is a widely adopted and recently developed assessment method that allows for accurate judgments of performance levels. It involves breaking down a performance into a series of distinct, gradual steps, which represent the stages of task completion. Each stage is evaluated independently, and the results are then aggregated to determine a final score. This analytical approach offers teachers more detailed insight into a student's specific strengths and weaknesses across different performance areas. For example, when assessing a student's reading comprehension, a teacher might divide the task into sub-skills such as literal, inferential, and critical comprehension.

Checklists

With this method, teachers create a list of desired criteria or specifications. They then use checkboxes to indicate a student's performance based on a descriptive scale (e.g., Excellent (A), Good(B), Fair(C), Average (D), Below Average (E), Weak (F) (Damas, 2008), or binary options such as True/False, Satisfactory/Unsatisfactory, Yes/No, and so on.

Grades or Scale Method

This method identifies a specific set of characteristics that constitute a task or action to be evaluated. The assessment is conducted by assigning a grade that reflects the degree to which a student's actual performance demonstrates the intended characteristics. The student's final assessment is derived from the sum of the grades for each characteristic, allowing the teacher to rank learners in ascending or descending order based on their overall performance.

Systematic Observation of Performance

As described by Jaballah (2018), this method begins with the teacher creating a precise observation chart. The teacher then continuously and systematically observes and records the learner's actual behavior, assigning a grade (e.g., on a scale of 1 to 5) for each part of the observed performance.

Reports

Teachers prepare comprehensive reports that summarize a learner's general competencies, such as communicative, methodological, strategic, technological, and cultural skills. These reports can be prepared daily, weekly, or monthly, and can also document specific activities, visits, or trips.

Self-Assessment

This approach is based on key steps that include motivating students, raising their awareness of mechanisms for change, informing them of growth requirements, and engaging them in the idea of shared leadership—where a positive classroom environment is a result of the participation of all its members. It involves activating intelligence and talent, encouraging peer critique, and establishing a flexible communication network within the classroom and the school community.

- **Student Portfolios**
- **Tests of All Types:** Tests are among the most common methods for assessing learner performance. They are designed in accordance with educational objectives to quantitatively and qualitatively measure the extent to which those objectives have been met. This category includes a variety of formats, such as objective, essay, written, and oral tests.
- **Records:** Records are documented descriptions of observed changes in a learner's cognitive, skill-based, and affective domains.

- **Oral Questions and Discussions:** This interactive method centers on classroom topics or real-life situations. It involves the exchange of messages between teacher and learner, providing the teacher with an opportunity to understand the student's ideas and perspectives. Demonstrations, role-plays, presentations, and similar activities can also be employed in this context.
- **General Ranking Method:** Considered one of the oldest and simplest methods, this approach relies on comparing the performance of students with one another. The teacher then creates a list that ranks students in descending order, from best to worst performer, based on their overall achievement.

Ultimately, teachers should actively utilize a variety of these methods to narrow the gap between their expectations and a learner's actual performance. This can be achieved through clarifying objectives, meticulous planning and implementation, and continuous guidance aimed at correcting the course of the desired performance.

4. Criteria for Assessing Learner Performance

Without a doubt, for a teacher to evaluate a learner's performance, they must first analyze it. This involves identifying the knowledge, skills, and values the learner possesses and clarifying how they use them to carry out the performance. These criteria must be clear and mutually agreed upon by both parties. They are rules for measuring and evaluating learner performance based on indicators that reveal the effectiveness of the performance, ranging from weak to acceptable, good, very good, and excellent. The minimum threshold for these indicators is the ability to achieve a "good" rating (Mahmoud, 2005, p. 283).

The learner operates within a group setting and cannot have a performance that conflicts with others. Therefore, the teacher must determine the scope within which each learner operates so that their work complements, rather than obstructs, that of their peers. This requires the teacher to create a work map for the learner, familiarize them with the paths they must follow both horizontally and vertically, and assign individual tasks and responsibilities. The teacher then attempts to identify performance deficiencies and gives the learner an opportunity to correct and redo their work, either independently or with the help of peers. Thus, performance assessment criteria can be viewed as a brief descriptive statement of the final product expected from a learner assigned a given task.

Performance criteria represent the mutually agreed-upon rules between the teacher and the learner that describe how the learner can achieve the best outcome while also revealing shortcomings in the required performance. They are "a set of graduated descriptive rules that determine the extent to which

learners' performance corresponds to the level of learning required of them, allowing for the classification of learners into levels according to their varying grades in what they have produced. They are used as a reference point when judging this performance" (Al-Hudaybi, 2024, p. 15). This helps the teacher make the appropriate intervention to guide and correct the performance, preventing the shortcoming from recurring and becoming a permanent, difficult-to-change behavior. Consequently, these criteria support and encourage outstanding performance and raise the level of competence.

They can be divided into objective criteria and behavioral criteria (Rasmiyy, 2018, pp. 61–91), which are clarified as follows:

➤ ***Objective Criteria***

These are the fundamental components of performance and include:

- Knowledge of the task and its requirements: The learner's familiarity with the details of the task, its procedures, and the way it should be carried out.
- Quantity of work: The correspondence between the quantity of the product and what is expected within the time allotted.
- Quality of work: The quality, mastery, soundness, and accuracy of the product.

➤ ***Behavioral Criteria***

These express the learner's personal attributes and include:

- Cooperation with peers.
- Care for tools, equipment, and materials safety, and avoidance of waste.
- Regularity and punctuality.
- Utilization of the time allotted for performance and effective time management during execution.
- Personal behavior and ethics (respect, honesty, commitment, trustworthiness, emotional balance, frankness, etc.).

These criteria consist of indicators that demonstrate the extent to which they are achieved. They divide the work into different elements and partial steps while eliminating unnecessary aspects. It is important to inform both learners and teachers of these criteria and indicators so that they are taken into account during implementation and assessment, allowing for a comparison of actual performance to the standard performance, and thus making and accepting appropriate decisions.

III Results and Discussion

1. Presentation and Analysis of the Results

The researcher conducted interviews with the sample group to record their responses to a series of questions and to determine their perspectives on evaluating learner performance in their field. The collected data were subsequently analyzed, yielding the following results.

Response to the First Question: What is the meaning of learner performance?

Table 1 displays the distribution of responses from the sample members to the first question.

Percentage of Responses	Number of Respondents	Response
%20	6	It is the skills performed by the learner
%70	21	It is all the behaviors displayed by the learner inside the classroom
%10	3	It is a required task linked to a specific situation
%100	30	Total

The results presented in Table 1 reveal a divergence of opinions among the sample members regarding the definition of learner performance. A majority defined it as "all the behaviors displayed by the learner inside the classroom," while a minority defined it as "a required task linked to a specific situation." However, learner performance is more accurately defined as an activity that must be carried out under specific conditions, as determined by the teacher or specified in the textbook or curriculum. The observed disparity in responses may be due to a lack of precise knowledge among most teachers regarding the concept of performance and the practical application of its structure.

Response to the Second Question: Do you evaluate learner performance?

Table 2 presents the distribution of responses from the sample members to the second question.

Percentage of Responses	Number of Respondents	Response
%100	30	Yes
%00	00	No
%100	30	Total

The data in Table 2 indicate that all sample members (100%) affirmed that they evaluate learner performance. This unanimous response may be attributed to recent educational directives, particularly those in teaching methodologies and assessment approaches, which emphasize the importance of paying attention to learner performance and giving it equal consideration to knowledge and information.

Response to the Third Question: What is the appropriate time to evaluate learner performance?

Table 3 shows the distribution of responses from the study sample regarding the third question

Percentage of Responses	Number of Respondents	Response
%6,66	2	Before starting the teaching process
%26,66	8	During the teaching process
%66,66	20	After completing the teaching process
%100	30	Total

It appears from the results of Table 3 that the overwhelming majority of the sample members believe that the end of the lesson is the appropriate time to conduct the performance assessment process, whereas others see that the process is better conducted during teaching. In fact, performance assessment is a continuous activity from the beginning of teaching until its completion, and the reason behind the divergence of opinions regarding the optimal timing may be that the majority find it difficult to apply performance assessment in a continuous and ongoing manner that fully corresponds to the various stages contained in the lesson.

The fourth question asks, "How do you evaluate the learner's performance: individually, within the whole class group, or within small groups?"

Table 4 presents the distribution of the sample's responses to this question.

Percentage of Responses	Number of Respondents	Response
%46,66	14	Individually
%16,66	5	Within the whole class group
%36,66	11	Within small groups
%100	30	Total

As shown in Table 4, a large proportion of the sample members evaluate learner performance individually, followed by those who conduct assessments in small groups. The smallest percentage of respondents evaluate performance within the whole class group. This indicates that most of the sample does not prioritize group assessment, focusing instead on individual assessment. This practice may hinder a comprehensive assessment of the learner's interactive activity with peers especially within a cooperative framework and may obscure the observer's view of the learner's real performance, behavior, self-discipline and ideas.

Answer to Question Five: Are you the one who issues the results of the student's performance assessment by yourself, or do you rely on the opinions of the other students?

Table 5 presents the distribution of the respondents' answers to Question Five:

Percentage of Responses	Number of Respondents	Response
%86,66	26	I am responsible for issuing the results of the student's performance assessment
%13,33	4	I rely on the opinions of the other students in evaluating the student's performance
%100	30	Total

The data from Table 5 show that the majority of respondents to this question do not involve students in issuing judgments and making decisions regarding the performance of an individual student. This may be due to the lack of experience of this type of teacher in dealing with the student's opinion as a participant in the assessment process, and to perceiving it merely as a stage for issuing results and decisions, nothing more.

Answer to Question Six: What tools do you rely on to evaluate students' performances?

Table 6 presents the distribution of the respondents' answers to Question Six:

Percentage of Responses	Number of Respondents	Response
%30	9	Tests and examinations
%16,66	5	Short questions
%53,33	16	Activities and tasks
%100	30	Total

The respondents' answers to this question in Table 6 indicate that the majority rely on assigning the student activities and tasks in order to evaluate their performance, which is consistent with what should be done. However, a not-insignificant proportion of them rely on tools that are not suitable for this case, represented by tests and examinations and short questions. This indicates that the respondents have shown a limited ability to diversify the tools of student performance assessment, perhaps due to a lack of opportunities for training and practice.

Answer to Question Seven: What criteria do you rely on to evaluate students' performances?

Table 7 presents the distribution of the respondents' answers to Question Seven:

Percentage of Responses	Number of Respondents	Response
%63,33	19	Quality and mastery of performance
%26,66	8	Adherence to the required task
%10	3	Observance of the specified time for completion
%100	30	Total

The data regarding this question in Table 7 show that the most commonly used criteria by the respondents during the process of student performance assessment consist of quality and mastery of performance, followed by adherence to the required task, and then observance of the specified time for completion. These are mostly objective criteria that lack behavioral criteria, which are emphasized by the teacher who needs to renew their performance assessment measures and change their working method in a more developed manner.

Answer to Question Eight: In the case of a learner showing low performance, what decisions and procedures do you take?

Table 8 presents the distribution of the respondents' answers to Question Eight:

Percentage of Responses	Number of Respondents	Response
%80	24	Correcting errors and guiding the student toward the right answer
%13,33	4	Involving the other students in correction and guidance
%6,66	2	Granting the learner a new opportunity to discover and correct their own mistakes
%100	30	Total

It is evident from the results presented in Table 8 that the most common remedial measure taken by the sample members regarding a student's undesirable performance is correcting errors and directing them toward the correct solution. In contrast, there is a lower proportion of measures that involve the rest of the students and grant new opportunities for the student to discover their errors independently. This result may be attributed to the fact that most teachers have not been guided by the available modern remedial methods, which are highly effective in preventing students from repeating the same errors, especially when they are given the chance to perceive them themselves and strive to correct them on their own without direct teacher intervention.

Question Nine Based on your field experience, what are the challenges and difficulties that hinder a teacher from assessing learner performance and using that assessment to record their results?

Table 9 represents the distribution of the sample members' responses to Question Nine.

Percentage of Responses	Number of Respondents	Response
%50	15	Lack of time and heavy workload on the teacher
%43,33	13	Overcrowding inside the classroom
%6,66	2	Lack of knowledge of the mechanisms for assessing pupils' practical performances
%100	30	Total

Based on the responses from the survey participants, as detailed in Table 9, the most significant challenges encountered by teachers in assessing student performance are primarily time constraints and a heavy workload. These difficulties are imposed by the extensive nature of the curriculum and the obligation to implement it fully. These are followed by the issues of classroom overcrowding and large class sizes, and then by a lack of proficiency in performance assessment procedures.

This suggests that primary-level teachers possess a clear awareness of the difficulties associated with the assessment process in general, and performance assessment in particular, a perception that is heightened by their continuous, daily experience with these challenges.

Conclusion

Based on the data observed, we were able to draw specific conclusions regarding the reality of pupil performance assessment by primary school teachers. This information was gathered through interviews and surveys of teachers. The most notable findings are as follows:

- ✓ There was a divergence of opinions among the sample regarding the meaning of learner performance, with most lacking a precise understanding of the concept, its practical structure, and its implementation methods.
- ✓ All participants reported conducting learner performance assessments, despite varied convictions about their necessity for estimating student grades.
- ✓ The vast majority of the sample agreed that the end of the lesson is the most appropriate time for performance assessment, which contradicts the need for continuous and consistent implementation throughout the various stages of a lesson.
- ✓ Most participants do not prioritize assessing student performance within a group setting, thereby missing the opportunity for an accurate assessment of a pupil's interactive engagement with their peers.
- ✓ The majority of teachers in the sample do not involve pupils in making judgments or decisions about their own performance. This is due to a lack of experience in treating the pupil's opinion as a valid part of the assessment process; instead, teachers view it merely as a stage for issuing results.
- ✓ A significant portion of the sample relies on insufficient assessment tools, such as tests, examinations, and short questions. This indicates their limited ability to diversify assessment tools, likely due to a lack of training and practical experience.
- ✓ The most frequently used criteria for assessment were objective criteria that lacked behavioral standards.
- ✓ In most cases, students are not involved in identifying their own performance errors, as the majority of the sample has not been guided by modern remedial approaches.
- ✓ There is a clear awareness among the sample of the general difficulties of the assessment process, particularly performance assessment, such as limited time and excessive workload.
- ✓ Based on these findings, we can conclude that the reality of pupil performance assessment among primary school teachers is not fully clear or complete. It does not consistently meet the conditions necessary for success in line with the latest innovations in assessment science. Most

teachers only rely on it to a limited extent when calculating student grades.

Recommendations

Accordingly, we propose a set of practical guidelines and recommendations that we believe are suitable for improving the quality of learner performance assessment in primary schools:

- ✓ Raise teachers' awareness that performance assessment extends beyond simply evaluating knowledge, focusing instead on conditional achievement demonstrated by the pupil. This requires teachers to impart skills and performances needed outside the school context, rather than just focusing on memorizing information.
- ✓ Train teachers to keep pace with reforms and changes in the assessment process and to avoid classical and traditional practices.
- ✓ Provide high-level training for teachers on effective teaching methods and assessment approaches to help them stay current and contribute constructively to desired changes.
- ✓ Guide teachers on the importance of self-development and self-reliance in mastering performance assessment methods that can enhance the quality of their work.
- ✓ Alert teachers to the importance of providing comprehensive, integrated, and continuous assessment. This can be achieved by utilizing applications, communication tools, and pedagogical technologies to support their work and move beyond traditional tests.
- ✓ Promote teachers' professional development and encourage the regular assessment of pupil performance through effective programs and innovative procedures.
- ✓ Mandate continuous, sufficient, and practical training for all teachers on the most effective performance assessment methods, in line with modern assessment science.
- ✓ Equip teachers with assessment methods, particularly performance assessment methods, that align with modern teaching approaches.
- ✓ Train teachers on how to design and create assessment tasks and activities, collect data, analyze results, and make informed decisions.
- ✓ Foster a positive assessment environment that prioritizes tasks, effective communication, beneficial relationships, leadership practice, and sound judgment.
- ✓ Train pupils in performance-based skills instead of rote memorization and recall to help them achieve excellence.
- ✓ Encourage coordination among teachers of different subjects to share new and effective assessment methods.

- ✓ Strengthen teachers' ability to design and utilize assessment criteria, indicators, and scoring rubrics.
- ✓ Enable teachers to overcome historical deficiencies in the teaching and learning environment that may hinder the use of modern assessment methods.
- ✓ Improve working conditions that currently reduce the effectiveness of teachers' performance assessment.
- ✓ Provide practical guidance for assessing pupil performance and create innovative solutions to overcome organizational challenges.
- ✓ Assist teachers in adjusting their assessment approach through initial and ongoing training that addresses weaknesses and reinforces strengths.
- ✓ Reduce the number of pupils per class to allow teachers to adequately address the needs of all learners in both teaching and assessment.
- ✓ Finally, this study could be supplemented by broader research to explore the reality of pupil performance assessment on a larger scale.

References

1. Badr, A. (1982). Principles and methodology of scientific research. Kuwait: Abdullah Harmi Publications Agency.
2. Khair, A.-N. (2015). Alternative educational assessment and its positive role in measuring student achievement and strengthening their performance at different stages of education: A theoretical analytical study. *Journal of the College of Education*, (2), 1–28.
3. Shehata, S. (2012). Foundations of evaluating learner performance and measuring the effectiveness of the educational institution (An approach to value-added assessment). *International Journal of Educational Research*, (31), 152–180.
4. Khatout, R. (2016, December). Performance assessment in light of the pedagogy of the competency-based approach. *Journal of Social and Human Sciences*, (11), 125–143.
5. Al-Shakhabi, R. (2017, June). Added value: An approach to evaluating the performance of educational institutions in light of the experiences of some countries. *Journal of Scientific Research in Education*, 18(4), 27–46.
6. Nashwan, R. (2017, August). Test performance strategies and their impact on performance levels and the psychometric properties of the test and its items. *Journal of the Faculty of Education*, 33(6), 111–191.
7. Hilal, M. A. (2016). Quality in performance management and assessment (1st ed.). Egypt: Debak Publishing and Distribution.
8. Al-Alfi, L. (2023). Modern standards in employee performance assessment. Alexandria, Egypt: Dar Al-Taalim Al-Jami'i.
9. Assaf, A.-M. (1988). Modern trends in evaluating employee performance in government administration. *Journal of Social Sciences*, 16(1), 170–184.
10. Al-Rubaie, M. D. (2021). assessment, guidance, and counseling in the educational field and sports. Beirut, Lebanon: Dar Al-Kotob Al-Ilmiyah.
11. Sharp, S. M. (2015). assessment strategies in vocational education. Jordan: Ghaidaa Publishing and Distribution House.
12. Al-Samarrai, M. (2019, March). The effectiveness of feedback in developing cognitive performance among male and female teachers in Salah al-Din Governorate. *Journal of the College of Education*, 15(58), 519–547.
13. Al-Zahrani, M. (2022). Professional performance standards for Arabic language teachers (2nd ed.). Riyadh, Saudi Arabia: King Salman International Academy for the Arabic Language.
14. Damas, M. N. (2008). Modern educational assessment strategies and tools. Amman, Jordan: Ghaidaa Publishing and Distribution House.

15. Jaballah, M. (2028). Evaluating school performance in light of the experiences of some countries (Doctoral dissertation, Sohag University, College of Education, Department of Foundations of Education, Egypt).
16. Mahmoud, H. (2005). On national curriculum standards and learning outcomes. In *Proceedings of the 17th International Conference on Curricula and Standards* (pp. 283–291). Egypt: Egyptian Society for Curricula and Teaching Methods, Dar Al-Diafa, Ain Shams University.
17. Al-Hudaibi, A. A. (2024). *Standards for teaching Arabic to speakers of other languages*. Riyadh, Saudi Arabia: King Salman International Academy for the Arabic Language.
18. Rasmi, M., Saud, W., & Shaalan, A. H. (2018, July 8). Methods for developing the performance of educational institutional staff: An analytical study. *Journal of Educational Knowledge*, 2(12), 61–91.