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Algerian First-Year Middle School Teachers towards the Efficiency of the Primary School Assessment Grid for Remediation, Tiaret

A Dissertation Submitted to the Department of English in Partial Fulfillment of the Requirement for the Master's Degree in Didactics

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Dedications

I dedicate this work to my companion, the reason for my happiness in this life, and the light of my path, my beloved mother Amor Oum El kheir who has always supported me in all aspects of my life in general and during my research in particular. Thank you a bunch, my dear.

To my dear brothers, my support in life Houari and Abd El Djalil

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I dedicate this humble work to my wonderful self

With all love, I dedicate this work first to my ambitious self, to the great strong self that endured all obstacles and completed despite all difficulties, beginning with ambition and ending with success. With pride, I dedicate my graduation to my parents. To the woman who made me a strong ambitious girl, to the first love and gentle friend, who embraced me with her heart before her hands, to her who always wished to see me on a day like this and eased my hardships with her prayers, my great mother

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Abstract

This study explores the attitudes of the 1st year middle school teachers toward the efficacy of a newly adopted primary school evaluation grid tailored to address students' learning weaknesses which determine the suitable way for their remediation. Precisely, the research question centers on investigating how the 1st year middle school teachers perceive the effectiveness of this evaluation grid in identifying and remediating their learners' strength and weaknesses. Adopting an exploratory research design with a mixed-method approaches ,quantitative and qualitative. A questionnaire was administered to a purposefully selected sample of teachers from four Middle Schools in two regions : Dahmouni and Medroussa in Tiaret, an Algerian province, and two differently constructed interviews were respectively conducted with a middle school teacher and an Inspector of Primary Education. The statistical and content analyses of the collected data revealed that most teachers appeared to show their acceptance of implementing the evaluation grid in the first stage of the middle school. Accordingly, they confirmed that the evaluation grid helps in addressing learning deficiencies; however, it lacks guidance on effective remediation strategies.

Keywords: evaluation grid, teacher attitudes, student learning weaknesses, competency assessment, remediation.

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General introduction

Background of the study

There are varieties of tools of evaluation, and this is due to their importance in the learning and teaching process. The adoption of the latest primary school assessment grid for the remediation of learners' learning weaknesses in middle school has been a significant development in the education system. The assessment grid aims to help teachers to meet the learners' needs for learning process and to activate their way of practicing. In this respect, this study investigates the attitudes of middle school first-year teachers towards the application of the evaluation grid and defines its effectiveness in addressing the learners' areas of improvement, also finding solutions to remedy their problems. This grid is considered the most useful tool to provide teachers with a clear image of the outcomes and ensure that the students know their weaknesses, thus facilitating learning. As middle school first-year teachers implement this assessment grid, it is crucial to understand their attitudes towards its impact on their learners' learning weaknesses. By examining these attitudes, we gather different insights about the challenges and opportunities to improve the implementation of this evaluation grid. The study starts with the theoretical part, which deals with the general important concepts in the evaluation and assessment field, then moves to the specific one in chapter two, which contains an overview of the evaluation and assessment in the Algerian context. Finally, it concludes with the practical part, which tackles the research methodology and data analysis.

Statement of the problem

Evaluation tools are very important to both teachers and learners in order to improve and develop education and this is what the evaluation grid aims to achieve, however it is very important to know how efficient it is and how we can enhance this grid to better cater to the learners needs with making sure preventing any kind of obstacles in the future by investigating the 1st year middle school teachers and addressing the learners weaknesses so we can know its role in remedying them

Purpose of the study

This study helps to discover the attitudes of the middle school first-year teachers towards the adopted assessment grid in identifying students' learning weaknesses. It seeks to fix the gaps and find solution for the remediation of the learners' specific learning needs besides enhancing the students learning outcomes. The understanding of the teachers 'attitudes towards this grid is important gain insights to recognize new remediation strategies with ensuring the effectiveness of this assessment grid in teaching-learning process

By examining the attitudes of the 1st year middle school teacher towards the assessment grid, the study aims to understand their perspectives on the efficiency of this grid, evaluate whether it effectively addresses learners' learning weaknesses to ensure if it is beneficial to make some necessary improvements for both teacher and learners by gaining their feedback.

Research questions

This dissertation aims to answer the following research questions in order to direct this research to the right analysis:

Q1. What are middle-school first-year teachers' perceptions of the efficiency of the latest primary education evaluation rubric?

Q2. How do teachers perceive the evaluation rubric's role in identifying learners' learning weaknesses?

Q3. How do middle school first year teachers perceive the impact of the primary school assessment grid on the remediation of their learners' learning weaknesses guided by diagnosis?

Possible Hypotheses

It is possible to obtain one of these hypotheses as an answer for the previous research questions:

H1: Middle-school first-year teachers perceive the latest primary-school evaluation rubric as insufficiently detailed to accurately identify learners' weaknesses.

H2: Teachers may believe that while the evaluation grid helps in recognizing learning deficiencies, it lacks guidance on effective remediation strategies.

H3: Middle-school first-year teachers may positively perceive the practicability of primary-school evaluation grid if it incorporates more specific diagnostic tools and remediation suggestions.

Significance of the study

The significance of this study lies in its ability to contribute to improving educational practices and the learning process by addressing learners' areas of improvement and provide valuable insights that can guide policymakers in developing effective remediation strategies to address learners' weaknesses. Moreover, the study seeks to discover middle school teachers' insights about the function of the assessment grid so the findings of this study can contribute to developing and facilitating the teaching and learning process, helping to enhance the educational outcomes through modifications and improvements.

Research design and methodology

An exploratory descriptive study was conducted to discover the 1st year middle school teachers' attitudes towards the evaluation rubrics which they used recently. This study was done at four middle schools (two at Dahmouni, Tiaret), (two at Medroussa , Tiaret). The sample consisted of 39 teachers of 1st year middle school in addition to a primary education inspector who are selected purposefully because of their experience with the evaluation model. In order to obtain the required data, we used two mixed approaches, a semi structured questionnaire was submitted to the 1st year middle school teachers and two interviews were conducted: the first one with a 1st year middle school teacher of Arabic, the second one with a primary education inspector. A statistical and content analysis of the collected data was carried out to accomplish our investigation by exploring their attitudes and comparing the results with our hypotheses.

Structure of the study

This dissertation is divided into three chapters; the first one is about the theoretical part which gives the foundation of this study by providing relevant literature review. For chapter two the focus is on the specific review about the evaluation and assessment in the Algerian context then moving to the important pieces of information about the evaluation grid. The last chapter is about the methodology and data analysis of this study in which it explains the methodology that will be use, mix methods, quantitative and qualitative using a questionnaire and two interviews that seek to collect data by asking the teachers and the inspector several questions to know their opinions towards this grid with taking into consideration the assumptions, limitations and delimitations. In general Chapter 3 will provide the research questions, hypothesis, the research design, discuss the participant, the procedures to be used, the data analysis plan.

Chapter One: Conceptual Underpinnings of Evaluation and Assessment Tools and Functions

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Introduction

Chapter 01 provides a comprehensive overview of assessment and evaluation processes in education, emphasizing their critical role in enhancing educational experiences. It defines evaluation and its importance in achieving educational effectiveness, and explores assessment as an ongoing process for documenting knowledge, skills, and attitudes. The chapter covers various aspects of assessment and evaluation, including the importance, types, and methods (formal/informal, explicit/implicit), as well as comparisons between Norm-Referenced and Criterion-Referenced approaches. It also discusses quality educational assessment characteristics, tools, and plans for educators. Specific topics addressed include assessment and evaluation in early childhood, inclusive teaching, evaluation rubrics, and pedagogical remediation. The chapter concludes by exploring the definition, importance, and procedures of pedagogical remediation.

1.1. Definition of Evaluation

Evaluation is a systematic process in which the data is collected and analyzed to monitor learners' progress during their educational journey; it focuses on understanding how each learner's growth improves over time. It is considered as a valuable tool for making decisions and programme enhancement as it the following definitions confirm: Richards et al. (1985, p. 98) define evaluation as "the systematic gathering of information of purposes of making decisions"; it's too broad definition. Another definition was proposed by Popham (1975, p. 8) who noted that" systematic educational evaluation consists of a formal assessment of the worth of educational phenomenon" ; this definition is too restrictive. Worthen and Sanders assert that evaluation involves figuring out the worth of something. It entails gathering information to make judgments about the worth of a programme, product, procedure, or object, while also considering alternative approaches to achieve specific objectives. Per Brown (1989), evaluation involves systematically collecting and analyzing all the important relevant information to enhance the curriculum and assess its effectiveness within particular institutional contexts. This process emphasizes the inclusion of pertinent data while filtering out irrelevant details in systematic manner.

1.2. Definition of Assessment

Assessment is a methodical procedure that involves rigorously collecting and analyzing data about learner learning. It helps in reaching multiple crucial purposes, improve learner growth, find new teaching strategies, and contributing to the educational advancement. According to Bachman (2004), assessment is the systematic collection of information about a topic of interest. It involves following well-structured and substantively supported procedures to collect relevant data. As per Ari Huhta (cited in Spolsky&Hult, 2008), assessment covers a range of procedures for evaluating individuals, including informal observations, self-assessments, tests, and interviews. These assessment techniques may result in either a numerical rating or a verbal description. While teachers regularly assess students in every class, tests represent just one method to carry out the assessment.

Language assessment serving various purposes like decision-making for individuals at different levels: (micro-assessment), programs (macro-assessment), involving different parties (Bachman & Palmer, 2010). It can be used to select and classify people appropriate study courses, change teaching, predict test takers' future performance, change educational plans (formative or summative decisions), formulate new research questions, and change understanding of specific language phenomena (Bachman, 2004). Thus, the decision at hand holds great importance and can define the nature of the assessment.

1.3. Importance of Assessment

Assessment is universally recognized as a crucial element within any successful educational system. It includes a variety of methods and tools used by educators for the purpose of evaluating the students' readiness academically, educational advancement, acquiring the skill, enhancing competency, and general achievement. Tao (1998), in his lexicon "Education Evaluation", delineates assessment in education as a systematic process where educators objectively evaluate academic activities, procedures, and consequences using functional, scientific tools. The ultimate goal is to support continuous student improvement and provide evidence for educational decision-making.

Student achievement assessment plays an important role in instruction, aiming to enhance learning outcomes (Greenland, 1998). It serves dual purposes: diagnosing students'

cognitive development and verifying or adjusting established learning structures. Essentially, achievement assessment empowers students by offering insights into their academic levels, while also assisting teachers in refining instructional strategies for better classroom effectiveness (Li & Wang, 2022). To optimize student evaluation, it is essential to develop effective, tailored achievement assessment tools aligned with specific educational objectives.

In recent years, the combination of summative and formative assessment has gained widespread acceptance as a comprehensive, scientifically grounded approach to evaluate student learning performance and competence development. Assessment for learning carried out at different spots through a learning session, motivates and evaluates learners' involvement, supplying precious feedback on development. On the other side, assessment of learning performed at the end, aims to record and reports the students' overall achievements

1.4. Types of Assessment

1.4.1. Diagnostic Assessment and its Types/ Forms

Diagnostic assessment serves as a pre-assessment tool that enables educators to identify individual student mental capabilities, areas of improvement, expertise, and abilities before the beginning of formal instruction. Its primary purpose is to identify student challenges and inform lesson planning and curriculum development. To effectively utilize diagnostic assessment, educators examine the writing process, including the steps students take and the strategies they employ. Key questions include: How much pre-writing planning do students engage in? Do they have effective organizational strategies? And what obstacles hinder their thought processes?

Diagnostic assessments come in various forms and serve to understand students' abilities and needs before formal instruction. These assessments include:

- Pre-tests (assessing content knowledge and skills)
- Self-assessments (identifying individual skills and competencies)
- Discussion board responses (addressing content-specific prompts)
- Interviews (brief, private, 10-minute sessions with each student)

1.4.2. Formative Assessment and its Types/ Forms

Formative assessment involves informal assessment strategies that educators employ to collect information about student learning. Teachers assess what students comprehend and identify areas where they need further learning to achieve specific goals or outcomes. These formative assessment strategies are efficient and seamlessly integrated into regular class instruction. Importantly, the information gathered is not graded, and descriptive feedback accompanies the assessment to guide students on their mastery of outcomes.Formative assessment serves to understand students' abilities and needs before formal instruction. These assessments include:

- Observing students during classroom activities, including non-verbal feedback from students during lectures.
- Homework exercises help as revision for exams and discussions in class.
- Reflective journals periodically reviewed throughout the term.
- Getting involved in both planned and spontaneous question and answer classes which may boost learning effectively
- Conferences between instructors and students at different intervals during the semester.
- Student led discussions where they share their findings informally in class.
- Collection of student feedback through periodic responses to specific questions regarding instruction and students reflect on their performance and progress.

1.4.3. Summative Assessment and its Types/ Forms

Summative assessment is periodically administered to evaluate what students know and what they do not know at a specific moment in time. Although standardized tests are linked to summative assessment, they also play an important role in district and the educational curriculum. At the level of the classroom, summative assessment serves as oversight measures and it is an integral component of the process of grading. More assessment of learning occurs once the learning process has finished with providing information to conclude the teaching and learning journey and report student card grades. The purpose of summative assessment is to measure learner learning comparing it to content standards at a specific period. While the information gleaned from these assessments is important, it primarily evaluates specific aspects of the learning process.

Summative assessments occur after instruction, whether on a weekly, monthly, or annual basis. They serve as tools to assess program effectiveness, school improvement goals, curriculum alignment, and student placement in specialized programs. However, for classroom-level information and instructional adjustments during the learning process, formative assessment is essential.

Summative assessments have different forms and serve to evaluate student learning at the end of an instructional course or program such as:

- Major Examinations (significant, high-stakes tests)
- End-of-Term Exams (an authentic summative evaluation)
- Term Papers (early drafts submitted over the semester serve as formative assessments)
- Project Milestones (each phase submitted at different stages can be formatively evaluated)
- Portfolio Development (also open to formative assessment during its creation)
- Performances
- Student Feedback on Course Experience (measuring teaching effectiveness)
- Self-Assessment by Instructors (for a summary of formative and summative assessment, see **Figure 1.1**. page 15.

1.4.4. Formal and Informal Assessment
1.4.4.1. Formal Assessment

In order to gather pieces of information about students accomplishment in specific pre-determined time, formal assessment is strictly designed. Brown (2004) made a comparison between formal assessment and tennis tournament and confirmed that testing with formal assessment tend to different aims. Although all kinds of tests belong to formal assessment, the vice versa is not right, formal assessment can't be always the same as tests. Brown linked tests with the limited time; however formal assessment can extend over those limits. For example, observing the students' oral performance systematically is considered as formal assessment, even though it doesn't adhere to restrictions time limitations and the

limited collected data. However, Harris with McCann (1994) employed the term "test" conversely with formal assessment. Tests tend different purposes:

- o Assessing to know if the student is prepared and ready to reach the next level.
- o To identify the problematic areas.
- o To evaluate what the students already have learned.
- o To compare the students performance before and after learning.

1.4.4.2. Informal Assessment

Contrary to the previous concept, informal assessment includes unplanned and improvised feedback. Teachers do not purposefully prepare for informal assessment before their class. The outcomes of this kind of assessment are not formally documented, without any judgments obtained from them. As specified by Brown (2004), this assessment includes diverse feedback, from simple expressions such as "Good Job!" then giving more detailed comments on the learner's performance. Informal assessment is incorporated in the teaching process in every moment, as teachers are consistently offering feedback to their students. According to Brown, informal assessment emphasizes on giving constructive feedback rather than totally judging the learners performance.

However, Harris and McCann (1994) provide a different viewpoint on informal assessment. Informal assessment encompasses gathering information about students' performance with normal conditions in the classroom conditions. Unlike formal assessment that does not cling in testing to specific conditions. Sometimes informal assessment is considered as continuous assessment. Essential terms in this definition encompass:

- Collecting the data: The purpose of informal assessment is to obtain evidence about students' knowledge and not only focusing on collecting scores.
- Learner's performance: Learners actively indicate their understanding and teachers role is to assess their performance using direct observation. In addition, this performance take place without the pressure comes with formal tests.
- Normal classroom condition: Informal assessment occurs without specific time limits or formal test guidelines.

- Continuous: Effective teachers are the ones who assess their students constantly; they should recognize that formal tests are not the only dependable source of information.

1.4.5. Explicit and Implicit Assessment

In their work, Bachman and Palmer (2010) spotlight that the differentiation between teaching and assessing is ambiguous. Within the classroom, teachers involve in both teaching and assessment activities. Based on the outcomes of these assessments they make their decisions and update their teaching approach. Captivatingly, sometimes students are not aware that continuous assessment is occurring, and the teacher may not directly recognize it as a specific assessment. Despite this lack of awareness, this kind of assessment can outstandingly contribute to learning and teaching.

When assessment occurs implicitly, learners (and sometimes even the teacher) are not conscious of its presence. On the other hand, explicit assessment occurs when the teacher clearly declares the assessment process. In this case, both students and the teacher recognize that assessment is happening. This kind of assessment can take two forms: formative (focused on providing feedback) or summative (evaluating whether course objectives have been met) elemental data comes from everyday observations. (See **Table 1.1** below).

1.4.6. Norm-Referenced and Criterion-Referenced Assessment

Referenced assessment encompasses two main types: criterion-referenced assessment and norm-referenced assessment.

Criterion-referenced assessment involves evaluating student performance through a fixed set of predetermined criteria or learning objectives. Teacher judgments about student performance are based on clearly defined standards and criteria. This form of assessment focuses on determining whether students have met specific learning goals, regardless of how they compare to peers. Norm-referenced assessment, on the other hand, compares the performance of the learners to the average performance of a larger group of students. Students

are ranked according to their position, indicating how they compare to others taking the same assessment. In summary, referenced assessment includes any form of assessment that relies on a predetermined framework to judge student performance, whether that framework consists of specific learning objectives (in the case of criterion-referenced assessment) or a comparison to a broader peer group (in the case of norm-referenced assessment)

1.5. Characteristics of Quality Educational Assessment

The term of assessment refers to understanding how the process of creating an assessment is going, the types of assessments related to specific questions, and how making decisions in teaching and learning depend on the assessment data. Designers strive to develop assessments that signify constancy to the following five crucial elements:

1-Content validity: it concerns how the accuracy of a measurement represents a particular content area .its purpose is assessing, it delves into whether an assessment tool may address all the significant aspects .Content validity emphasizes that the assessment is related to the content of its domain.

2. Reliability: When we say an assessment is reliable it means we make sure that if we repeat the measurement using the same test and conditions we obtain the same results as it indicates the same for the consistency in the scores through using different measurements. It is an important factor in all assessments.

3. Fairness: it refers to ensure that all students take equitable opportunities. This term highlights the importance of inclusive education it has progressed with the developments in learning theory and measurement.

4. Students engagement and motivation: it is about observing the behaviors or actions that show the active participation of the learners and their involvement in learning activities. (How the learners interact with assessment objects, the depth of their answers, and time they spent on accomplishing their activities.) The students who are effectively engaged are more expected to perform well on assessments, and for sure their involvement contributes in improving their understanding.

5. Consequential relevance: it relates to the valuable effect of assessment outcomes. When educators invest time and effort in assessments, they pursue results that are important. Basically, this quality ensures that assessment data hold practical value in which it enhances effectively the teaching and learning process.

Table 1.1.

IMPLICIT AND EXPLICIT ASSESSMENT

Mode	Characteristics	Purposes
Explicit	- Continuous - Instantaneous - Cyclical - Implicit: both teacher and students may be unaware that assessment is taking place	-Formative decisions, e.g.: Correct or not correct student's response Change form of questioning Call on another student Produce a model utterance Request a group response
Implicit	-Clearly distinct from teaching -Explicit: both teacher and learners are aware that assessment is taking place	Summative decisions, e.g.: Decide who passes the course Certify level of ability Formative decisions, e.g.: Teacher: Move to the next level or review current lesson Teacher: focus more on a specific area of content Student: spend more time on particular area of language ability Student: use a different learning strategy

Note. (Bachman & Palmer, 2010, p. 29)

Figure 1.1.

Summative, Formative, and Classroom Assessment
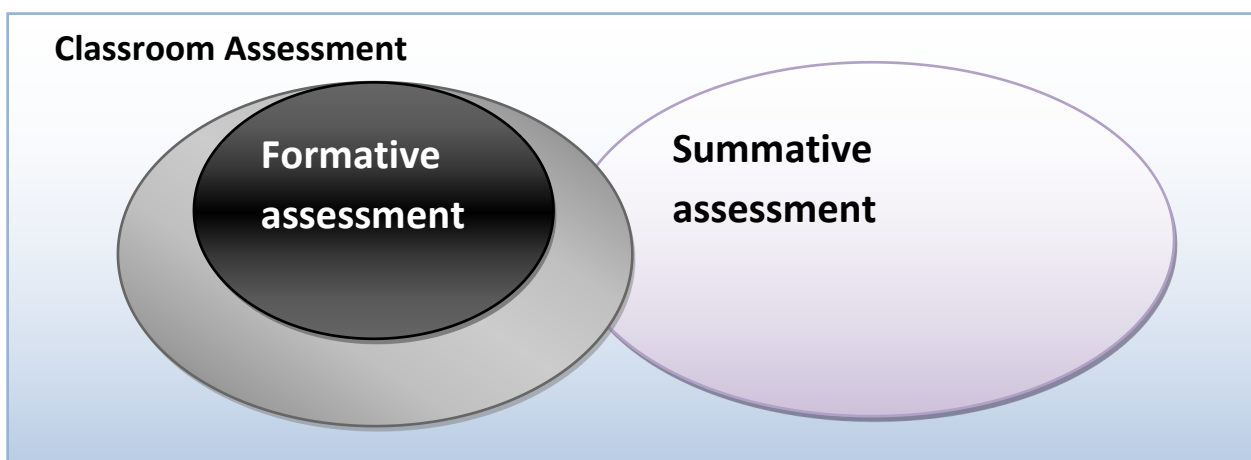
Ketabi, S., & Ketabi, S. (2014). Classroom and formative assessment in second/foreign language teaching and learning. *Theory and Practice in Language Studies, 4***(2), 435-440**

1.6. Assessment Plans: Effectiveness and Challenges

Any kind of assessment formal or informal its plan could be workable depending on the aim of the activity and the well design from the beginning. So in designing your plan you should consider the following:

- Learning objectives: what the learner will be able to do.
- Learning strategies: which way the learners would be uses to achieve their objectives.
- Assessment methods: How will the teacher know that his learners meet the objectives? From whom he will gain the data? And how the data will be collected?
- Assessment Processes: when: the assessment will be conducted / who: will be the responsible /what is: the timeline of the overall plan
- The Outcomes: What did you find? And how the data help you in finding?
- Recommendations and Decisions: Now you have the finding what would the next?

As the teachers or the department work on designing the assessment plan to achieve the overall objectives of the learners or the program, they may face different challenges like:

- The differences between units: Each program may have different objectives linked to its context, we may find the assessment measures effective in units and do not be the same for the others. The best solution is to determine the goals first then accordingly design the assessment techniques
- Giving enough time and space for errors :by keeping in touch with the faculty to discuss the pilot projects in order to create opportunities to try out the new techniques and see how they are effective in measuring the outcomes, also to make sure that the assessment process aligns with the classroom learning.

- Emphasizing that the assessment methodology is relevant to the assessments purposes, because of the units differences and time constraint to experiment, designers need to avoid those mistakes in designing the techniques to fit the goal directly.

- Identifying the learners issues, the amount of time and resources, with implementing the assessment plan then develop it continuously this will address those challenges by integrating the new strategies.

1.7. Assessment Tools

In pursuit of meeting the various objectives of evaluation in the development of education, such as measuring knowledge, performance, or skills... etc., it is necessary to have various tools that have an important role in facilitating and understanding this process, and expanding the field of evaluation for different people and situations, which in turn provide facts and Valuable feedbacks that guide individuals it includes:

i. Checklist: It is yes no question format in which the learner has choice between only two answers

ii. Rating scale: It is about indicating the frequency of the behavior, strategies and skills of the learners so the teacher may determine in which degree is their levels in

iii. Rubrics: Rubrics are a set of criteria that assess the learner's performances so it does not focus on the quantity.

iv. Portfolio: It is powerful tool in which the learners works have been collected so this process allow them to see the progress in their levels step by step

v. Anecdotal note: It is brief record of relevant behaviors and attitudes based on the on-going observation of the learner; this helps the teacher in giving suitable instructions.

vi. Question and Answer: In order to know what learners know and what they can do, the teacher use questioning as an assessment by asking a variety of questions and record the results.

1.8. Assessment and Evaluation in Early Education: General Guiding Principles

A set of assessment principles are designed to be as guides to help policy makers and teachers in the process of making decisions (Shepard, Kagan, & Wurtz, 1998).

Principle 1: Benefit Children

This principle shows that assessment outcomes should be beneficial for children , in order to avoid time-consuming, the cost and the tiredness of collecting information for making decisions , it should ensure that the assessment result would give clear boons for children , this also can help in improving the programs by the participation of the learners in the process.

Principle 2: To Use It for a Specific Purpose

Assessments must be designed based on specific purpose in which it should be valid, fair and reliable to that purpose such as standardized assessments are tailored for a single purpose, if we use them for another purposes they are not going to be valid.

Principle 3: The Limitations of Young Age

According to this principle, Validity and reliability of the assessment are improved with the children age means that the challenge when the children are younger is more difficult to take dependable results from the assessment processes especially when we assess the cognitive side of the children. What we understand from this principle is that there are limitations for many types of assessment until the learner becomes older .In the case of conducting an assessment for the young children, necessary precautions should be taken during the process and also in interpreting the results.

Principle 4: Age-Appropriate

The fourth principle is about taking into consideration the learners age in the method and the content of the data collection, in order to ensure conducting an effective assessment it should cover different ways for different areas of learning and development (cognitive, affective and psychomotor aspect beside developing language). In addition, Comfortable setting is very important for the children so they can use the familiar contexts them to display their abilities.

Principle 5: Appropriate Linguistic:

Principle five ensure that both the first and the second language of young children should be taken into consideration because all assessments are based on language measurement, when it

comes in determining the procedures and tools , the results may be appear from the child language .Language development affect the assessment outcomes.

Principle 6: parents' value

This principle indicate that parents should participate in the assessment process by being a source of information and sharing the results with them to know how their children progress is improved and their achievements so they can be a crucial part of their children education.

1.9. Purposes of Evaluation and Assessment in Early Childhood Education

There are different interconnected reasons in evaluating the programs and assessing learners what show that assessment and evaluation are not just simple standardized tests .Those purposes tend to understand the nature of assessment:

Purpose 01: Supporting Learning

Teaching and assessment are interconnected processes. Assessing learners considered as a start to begin the program with the children. To determine what are the academic knowledge and skills that the children have, to know their levels and their readiness to acquire the new knowledge which help also the teacher in his planning.

*Purpose 2: Identification of Special Need*s

Learners with special needs (Deafness, blindness, cognitive delays….etc) are a different case from the ones with normal conditions, they need more services, Designers and teachers should be careful in designing assessments for them, They should identify first what kind of problems the learners have with the help of team of specialists .So they can provide the learners with an extra procedures that facilitate the assessment process for them.

Purpose 3: Child Progress and Program Evaluation

To ascertain the effectiveness of programs, monitoring the learners progress in the classroom with continuously evaluating and assessing of each individual is the crucial key, the reasons why teachers do that are: first, teachers need to ensure that there are results about the learners

learning and development in the classroom . Second, teachers show that the progress is occurring for both the learners and their families .Third, to increase the learners motivation.

By doing this on-going assessment and gathering the information from the children, teachers can evaluate the program and make some decisions that help in improving it. This process can demonstrate if the curricula's objectives and goals are being meeting or not. This evaluation should occur during the implementation of the program and not at the end because It wouldn't be useful that there wouldn't be any modifications .Yes summative assessment is very important in making decisions however, it should go hand by hand with the formative assessment to ensure huge enhancement, formative assessment offers the important information about how the modification should be and the summative assessment show the overall results how was it effective.

Purpose 4: Accountability

A set of standards were established by the learners states as guidelines to assess their academic performance and to ensure the accountability by finding out if those standards are being meet or not.

There are two different types which are connected; the first one is content standards that demonstrate what the learners learn and the variety of subjects. The second one is about performance standards that show the progress of the children's levels, their skills and their knowledge. The well implementing of those standards with the content lead to the academic successful and enhancing the quality of the program

1.10. Inclusive Teaching, learning and Assessment

In Hockings's (2010) viewpoint, in order to engage learners in relevant learning experiences ,we refer to the inclusive education in which the tailored of the curricula and assessment methods with taking into consideration the pedagogy aim to recognize the learners differences and can use it effectively in enhancing learning and teaching by emphasize the involvement of each one of the learners which give them equal opportunities to enrich their knowledge ,improve their skills and understanding. There are some practical tips for the teacher in inclusive education:

i.   To reflect on his learners expectations

ii. To take into consideration his learners expectations

iii. To make sure the involvement of all his student and do not ignore their speaking

iv. The most important is to conduct an assessment to assess their prior knowledge

v.   To divide them into groups to facilitate their work and ensure an effective assessment

vi. To use a various assessment methods

vii. Creating a positive environment to motivate the learners (to call them by their names, sharing them their interests , build strong relationships among the learners

1.11. Evaluation Rubrics
1.11.1. Definition of Rubrics

Rubric is a common assessment tool used consistently to applying expected learning outcomes, standards and objectives. In academic terms, an assessment rubric is a grid that provides a detailed evaluation of learners work based on predefined criteria and standards established for the educational task. Rubrics are also referred to an "assessment criteria", "grading schemes" or" scoring guides", they can be suitable for any educational context related to teaching, learning training and development, including the evaluation of   teachers performance and accomplishment.

1.11.2. Types of Rubrics

Rubrics play crucial role in providing an organized framework in the process of evaluation in which it has flexibility and precision, due to the different needs and objectives plus the variety of contexts this led to the diversity of types of rubrics:

i.   Analytical rubrics: This rubric as described is more analytical, it enables teachers to test and assess the participation and the Students accomplishment, established on various criteria using unified rubric, the teachers can assign multiple values to different standards, and calculate gross achievement by collecting this valued score.

ii. Developmental Rubrics: This rubric is a tool which helps learners to enhance and improve their skills, despite the reliance on teacher guidance. it also helps the teachers

to understand and predict learners outcomes during their progress in the program , this style of rubric utilizes clear language to express the expected educational performance and outcomes, also referred to as proficiencies.

iii. Holistic Rubrics: An extensive approach represented by <HOLISTIC> indicate that in a comprehensive assessment range multiple component like coherence, clarity, structure and techniques are collectively evaluated during assessment. Accordingly, rather than assessing each criterion individually, a holistic rubric generates a singular overall score, using a predefined scale like 1—4 or 1—6 points. This numerical value reflects the evaluation and the learner's performance.

iv. Facilitating checklists: Checklists that assist in learning, known as rubric, are essential for teachers. They use it for making an evaluation of learner's performance based on variables such as effectiveness, reliability and outcomes based on learning. The flexible and adjustable nature of rubrics allows teachers to meet the needs of different classes by offering a variety of standards for assessment.

Table 1.2.

Four Types of Rubrics

Analytical rubrics	Assess the participation of the students
Developmental rubric	Assess and support higher levels during learning
Holistic Rubrics	Assess all criteria under one single score

Facilitating Rubrics	**Accommodate and differential diverse classes and offer a range of quality levels**

Note. Adapted from "My New Book Rubrics "C., Korthikeyan, 2023, p. 16

1.11.3. Characteristics of Effective Rubrics

A key feature of rubrics lies in serving as a scoring guideline aimed at assessing a student's overall performance using a broad spectrum of criteria instead of solely relying upon a solitary numerical mark.

i. A rubric represents the most trustworthy evaluation mechanism, ensuring transparency while gauging students' work via a thorough and unbiased approach.

ii. The tool serves as a clear measurement instrument, outlining the parameters for the "desired levels of outcome" that inspire student engagement.

iii. Rubrics introduce metrics that establish it as a genuine assessment tool for evaluating students' work based on real-world criteria, measuring the output accordingly.

iv. Rubrics developed applying scoring measurements enhance educator and learner expectation because identical standards are implemented to evaluate student writing capacities, equivalent to how these standards would be applied to analyse a published writer's work.

1.11.4. Purposes of Using Rubrics

Rubrics are very important in both teaching and learning processes; there are six key reasons for why using rubrics in the classroom is crucial:

i. Rubrics supply feedbacks promptly

ii. It motivates the critical thinking

iii. It helps learners understand what is expected from them and receiving detailed feedback and learn how to use them

iv. It makes the communication easy with others

    v.   It helps teachers to improve their teaching methods

   vi.   It give an equal opportunities for all the learners so it is being clear to all of them

1.11.5. Stages of Designing Rubrics

To construct a rubric, no matter what, starting from scratch independently, with colleagues, learners or with teacher's assistant, rubric designers should follow this four-stage process:

Stage 1: Reflecting

In this stage, reflection on what are our objectives for the learners, why do we create these rubrics, how were the last experiences with it, what do we expect from it?

Stage 2: Make a List

We pay attention to the specific details of the task and what particular learning objectives we want to find in the finished task

Stage 3: Grouping

It includes making our reflections of the two first stages in order then put our similar expectations into groups that will most likely become the rubric elements.

Stage 4: Application.

Here we use the findings from the stage 03 to make the final rubric, using the grid formats.

There are some important reasons for why we should integrate rubric construction into classroom teaching:

    i.   It helps to avoid misunderstandings and errors before it impact the learner's work, this make the learners and graders satisfied

   ii.   It makes the learners more engaged in the assignments and more creative which lead to increase their awareness about their abilities and their roles in the educational process. (Boud, 1990; Lewis, Berghoff, &Pheeney, 1999).

iii. It can be as part of their assessment tool, when they do some of the teachers work, this reduce the amount of his work.

1.12. Pedagogical Rremediation: Importance and Status

Pedagogical remediation is a complementary educational remedial procedure dedicated to addressing the difficulties and deficiencies faced by class learners as a result of specific learning situations. Its importance is clearly underscored in legislative texts and prescribed curricula to cope with some special cases of learner learning disparity, where the process of some low achieving learners' understanding and comprehension is hindered. Accordingly, to allocate support classes under a pedagogical framework to fill these learning gaps is a must. What follows is a list of the main objectives of carrying out a pedagogical remedial treatment:

- To treat deficiencies in basic subjects for learners per week
- To assist students by joining their classmates and enabling them to actively participate in lessons.
- To give learners the opportunity to highlight and express their abilities through the provision of comprehensive care and strengthening the teacher-learner relationship.
- To work to alleviate psychological obstacles that may hinder the development of learners in regular classes, such as shyness and hesitation, to ensure their pedagogical excellence. Enhancing the psychological link between the teacher and the learner and between the students themselves in order to facilitate learning and reduce school dropout rates.
- To promote student progress and cooperation between them, as well as better understand students and organize teaching methods according to these needs.
- To make the school a suitable environment that enables learners to develop their talents and highlight their abilities and invest them effectively.

Pedagogical remediation is organized in accordance with the content stipulated in Ministerial Circular No. 568 issued on 03/12/1988 (concerning the three phases), and in line with the organization of the 2011 curriculum, with the adjustment of the time of one class

according to the change in the hourly volume, with reference to the 2011 curriculum. This pedagogical remediation is devoted to the basic subjects: Arabic, mathematics, and French.

Pedagogical therapy classes are directed to work on individual therapy, and cannot be directed to the entire class or to a large group of students, as they differ from revision classes or exercise solution. For pupils in need of remediation and catch-up, according to Circular 568, a distinction should be made between learners whose performance can be improved in catch-up classes and those who need special care. Students who are amenable to educational remediation during classes are those who suffer from temporary difficulties that occur weekly, such as illness, absence or family problems, here it is important that the pedagogical remediation classes complement regular education in regular classes. In this context, the necessary educational measures must be taken to ensure that the learner benefits from these sessions. Learners are classified based on their true periodic diagnosis of suspected deficiencies by the teacher, through the pedagogical calendar that includes recording observations daily, in addition to oral and written applications. An effective pedagogical remedial treatment should undergo these preparatory stages:

- Estimating and diagnosing deficiencies daily and weekly accurately.
- Classifying deficiencies according to their types.
- Identifying students in need of remediation and classifying them according to identified deficiencies.
- Taking into account individual differences between students, including their mental abilities and the reasons for the observed changes. Accordingly, an accurate memo should be prepared that meets the needs of each learner in a way that suits his or her own way of understanding. Special preparation should also be made for each session according to its specificities, which differ from regular classes. Administrative and educational control: The timing schedule for pedagogical remediation classes should be formalized and the following procedures:
- Including the remediation sessions in the official documents of the institution
- Ensuring the regularity and discipline of students during the remediation class
- Informing the school administration of the list of concerned students 24 hours before the session

- Informing parents of the scheduled treatment times 24 hours before the session
- Paying the necessary attention to the field of educational monitoring

Conclusion

This chapter provides a foundational understanding of evaluation and assessment in education, detailing key concepts, types, and methods, such as formal/informal and norm-referenced/criterion-referenced assessments. It explores the significance of these processes in early childhood and inclusive education, discusses evaluation rubrics, and highlights the importance of pedagogical remediation. By clarifying these complexities, the chapter prepares readers for deeper exploration in subsequent chapters.

Chapter two: Evaluation and Assessment in the Algerian Primary and Middle Education System

Chapter two: Evaluation and Assessment in the Algerian Primary and Middle Education System

Introduction

This Chapter aims to explain the evaluation and assessment practices in the Algerian education system. In the first section, we start with its importance and the crucial objectives that it aims to achieve; therefore, we provide a basic overview of evaluation by defining and comparing traditional and modern methods that clarify why each method is unique in its features, advantages, and limitations. After that, we delve into the methodological principles that guide the evaluation process, followed by a set of procedures to conduct this process that help and ensure the achievement of the desired goals easily. This chapter also focuses on the obstacles and challenges educators face in evaluating learners, together with a series of suggested recommendations involving some steps in the evaluation process.

Section two tackles evaluation in the middle school, in which we describe the objectives of the four stages by illustrating how the continuous evaluation, tests, and exams are planned. Afterwards, we shed light on the previous study that was conducted in the middle school to determine if evaluation methods are useful for competencies and find out the difficulties, then the researcher suggests some solutions. We move to the evaluation in the primary school, we describe the levels, and provide an overview of how evaluation is conducted in Algerian primary schools. Then, we present a previous study that highlights the attitudes of primary teachers toward evaluation. Finally, in the third section, we discuss the evaluation grid for evaluating learners' competencies, where we provide comprehensive information about when, how ,and why it appeared, and what their principles and goals are. By the end of this chapter, readers will have a good understanding of the evaluation of the Algerian education system and how it can be improved.

2.1 **Overview of Evaluation and Assessment in the Algerian Basic Education**

In order to achieve a maximum possible degree of learning in its various dimensions, taking into account everything related to the learner, as well as applying the various learning opportunities in the educational curriculum, it is necessary to use plans for the learning process and pedagogical evaluation, which is the most important factor that has a major role in achieving the desired goals of learning because it allows identifying the learner's strengths and strengthening them. It also reveals weaknesses in order to treat them and helps in finding solutions and alternatives.

The following discussion will tackle the pedagogical evaluation in the Algerian system in terms of its development, goals, advantages, disadvantages, and problems facing contemporary educational evaluation, principles, basic procedures and steps for conducting evaluation.

2.1.1 Objectives of Evaluation in Education

There are many reasons and motives that require the evaluation of educational programs, as it is a real way to embody the effective energies and deepen the professional values of education. In addition, it promotes development in education and keeps pace with challenges and developments, and achieves this through the adoption of fair and advanced procedures and curricula. The evaluation has objectives that frame the educational process and focus mainly on reviewing and correcting the course in order to improve and develop learners' outcomes, and the following sub-goals include:

- Knowing the extent to which the goals set for a specific program have been achieved.
- Assessing the effectiveness of the teacher in providing educational materials.
- Sending reports to parents to reveal the progress of their children.
- Providing a background of information for making decisions such as classifying learners.

2.1.2 Functions of educational evaluation and its role in the learning process

The educational calendar has an important and influential role in the educational process; the following are the reasons why:

- Educational evaluation contributes to guiding the teacher to know and understand the motives of his learners to guide them effectively.

- Educational evaluation provides evidence of the efficiency and effectiveness of the teacher in achieving the specified goals.

- Educational evaluation assists in the classification of educational situations.

- Educational evaluation is a strategy for diagnosis, treatment and professional and technical development.

- It helps in conducting data analysis to show the progress of learners in achieving goals.

- It helps in making informed educational decisions.

- It contributes to the development of educational curricula and the evaluation of their efficiency.

- It provides administrative services and contributes to the prediction of the feasibility of available alternatives and alternative procedures.

- It educates the public about the importance of education and encourages participation in solving its problems by providing the necessary information.

- It has an effective role in improving and strengthening personal and human relationships between teacher and learners, which stimulates students' desire to learn, as well as revealing strengths and weaknesses.

- It contributes to revealing the provisions of the use of measurement tools and their validity to achieve educational goals.

2.1.3 Traditional Evaluation: Strategies and Characteristics

It is the evaluation that depends on estimating the level of students based on their work in exams and the questions posed to them, without taking into account their other skills or abilities in different fields, as it depends mainly on memorizing materials and the learner's ability to remember.

Based on educational achievement and direct teaching, traditional evaluation highlights individual differences, work with basic skills such as memorization and comprehension, and evaluates learners through written tests and the extent to which they

memorize and remember basic materials. Needless to add that traditional evaluation calendar requires limited time.

2.1.4 **Modern Evaluation**

The novelty of the concept of modern evaluation has led to the spread of multiple terms, such as" original evaluation," "actual evaluation," and "real evaluation," which are found in literary and educational contexts. Despite the diversity of concepts and terminology, it offers a new perspective on the philosophy, methods, and tools of evaluation, going beyond the traditional methods that rely on familiar tests. For example, modern pedagogical evaluation combines various other terms, including multiple dimensions and various methods, such as monitoring student performance, interviewing students, and reviewing past achievements. Through the use of these alternative methods and tools, a comprehensive evaluation of learning can be achieved, growth and development opportunities for students can be enhanced in diverse and inclusive ways, and quality teaching and learning experiences for all can be enhanced. From the above descriptions, it is concluded that the aim of modern evaluation and its various methods is to require students to undertake difficult and meaningful tasks and to benefit from their previous experiences and current skills in solving real-life problems, making it necessary for teachers to understand how to apply the knowledge acquired by students during their educational experiences. Modern evaluation is an expanded concept that encompasses various forms of evaluation that require students' skills and knowledge through the development of responses, inventions, or results. It is worth noting that modern evaluation has led to a shift in the evaluation of student learning outcomes from sole reliance on traditional exams to a more diverse, holistic, performance-based approach, thereby highlighting and refining the role of teachers' thinking and skills. Knowledge in more comprehensive and realistic ways.

2.1.5 **Traditional and Modern Evaluation Practices Compared (Scallom, year)**

When comparing traditional evaluation and competency assessment, we find new and multiple educational additions and concepts related to evaluation, and the following table illustrates this:

Objective exams   or performance situation: Objective exams can be categorized into two approaches: modern and traditional. In the modern approach, tasks or problems are presented that necessitate a structured and organized response. On the other hand, the traditional approach involves answering questions that typically require short or multiple-choice responses. This traditional perspective aligns with objective tests and examinations, where individuals must provide individual answers or propose multiple solutions, accompanied by justifications, which are essential components of the required response.

Artificial or Real Postures:

When considering artificial versus real postures, two distinct approaches emerge. On the modern side, problems are grounded in real-life scenarios, directly connected to everyday experiences. Conversely, the traditional approach often presents questions or problems that are artificial, abstract, or purely academic in nature. In this traditional framework, exercises frequently involve hypothetical or low-probability scenarios, often labeled as "discrete." In contrast, the modern approach introduces problems that are rooted in reality, sometimes drawing upon various media sources to enhance understanding and relevance.

Assessment that is separate from or integrated into learning:

When considering the integration of assessment with learning, two contrasting approaches emerge. In the modern paradigm, educational evaluation is seamlessly woven into the learning process, promoting continuous improvement. Conversely, in the traditional model, assessments occur separately from learning activities, hindering the learner's ability to benefit from immediate feedback. Within the realm of formative assessment, employing guided exercises to evaluate responses can significantly contribute to extending the learning period over the long term.

Undergo evaluation or self-evaluation:

When it comes to evaluation approaches, two distinct perspectives emerge. In the modern paradigm, there's a significant emphasis on both continuous assessment and quantitative benchmarks. Learners are afforded varying degrees of involvement in evaluating their own progress. Conversely, in the traditional approach, students typically lack involvement in evaluating their work, with assessment being solely the responsibility of the teacher.

However, in the modern perspective, assessment becomes an opportunity for learners to actively engage, including self-correction and self-evaluation, fostering independence and accountability. This process encourages learners to maintain organized learning strategies and select suitable methods for improvement, such as keeping a notebook to track progress and strengthen commitment to their educational journey.

Table 2.1 shows the comparison or difference between the traditional evaluation and the evaluation within the framework of the approach to the competencies of the researcher Hani Khairuddin.

Table 2.1

Traditional Evaluation vs. Competency-Based Evaluation

Traditional side	Evaluation within the framework of competence convergence
Ability to store and review theoretical knowledge	Improving the quality of performance and using the acquired skills and investing them effectively in a new context is of great importance to the student.
Achievement tests are evidence of the learner's ability to store and remember knowledge efficiently.	Exams showing the ability of the learner's performance within the positions (performance effectiveness)
Focus on moving between grades	Focus on building competencies in an inclusive manner
The evaluation is connected to a specific success rate	The calendar is interconnected with the formative program within a context consistent with the environment in which it is applied

Source: (heni, 2005, p. 91)

Through the previous tables and with an analytical and explanatory view, it is clear that this information can be used to assess the learner's thinking and performance styles, and also to document their learning, allowing the identification of strengths and weaknesses.

Through the analysis, it appears that the traditional calendar is based on the learner's ability to show his gains and knowledge, through traditional exams based on paper and pen. While contemporary assessment focuses on the learner's performance and skill and also his organization of knowledge, and this requires the use of different and varied assessment tools and methods such as, monitoring the learner's performance and reviewing his projects and production in order to collect comprehensive information on the extent of student learning, this information can be used to evaluate the learner's thinking and performance styles. In the traditional approach, many exercises involve hypothetical, unrealistic, or low-probability poses that are considered "discrete." In the modern approach, problems related to reality are proposed and, in some cases, people can benefit from different media sources.

2.1.6 Guiding Principles for Evaluation in the Algerian Education System

The educational curriculum in the Algerian education system is based on a set of principles that direct it to the right path:

1) Based on the perspective of the development of competencies, the evaluation does not depend on knowledge only, but rather aims to judge the various subjects that constitute the competency. This type of evaluation includes solving specific situations that require a set of necessary acquisitions.

2) An error is not considered a deficiency, but rather an indicator that explains some of the difficulties and gaps that the learner faces while building competencies. Therefore, it must be exploited to diagnose the causes and find remedial processes to avoid obstructing future learning.

3) Diagnostic and achievement evaluation must be based on reliable information in order to have good control over competencies in order to appropriately employ pedagogical intervention to match the needs of students.

4) The school results were based solely on numerical scoring to a large extent, but these points must be accompanied by important and valuable notes that have a specific goal to support the learning of the learner, as well as the professor and parents.

5) The evaluation must focus on situations that enable the learner to determine his own strategies appropriate for learning to determine their effectiveness.

2.1.7 Evaluation Basic Procedures in the Algerian Education System

The pedagogical evaluation in the Algerian education system goes through a set of important procedures to achieve the desired goals:

1. Preparing an annual plan for evaluation at the beginning of the school year, meaning paying attention to the evaluation processes in terms of their forms, frequency, and periods of doing them for each subject, and of course according to each level in accordance with the progression of curriculum learning. Of course, this plan is communicated to the district inspector, then the teachers, to the students and parents.

2. Mandatorily, the first days of school entry are allocated for diagnostic evaluation, focusing on the basic subjects to diagnose the students' prior achievements and determine remedial activities before starting the process of teaching the new curricula.

3. Determine specific periods for formative evaluation during the learning process in various forms (written or oral demands or a set of exercises... etc.)

4) Do not focus on a large amount of retrieval or automatic application of knowledge in designing topics for assignments and examinations, but rather it must require the learner to employ his acquisitions and skills in order to control his competencies.

Allocating the pre-test period to activities to integrate the various student achievements: before the monthly tests in primary education and before the quarterly tests in middle and primary education.

5. Conducting a final evaluation of the various stages of primary and intermediate education by all educational institutions

6) Heads of educational institutions, along with inspectors at various levels, always follow up on the progress of learning in accordance with the objectives of the curriculum, through reports describing the academic results achieved by teachers in order to analyze them in coordination with the director of the School Guidance Center, in order to determine the

necessary measures to improve students' performance. Especially to organize treatment activities to avoid obstructing the academic process

7) The transfer is made from one year to another on the basis of some considerations and decisions of the professors' councils, and it is conditional on obtaining an average equal to or greater than 5/10 or 10/20, at all levels.

8. Exploiting the results by counting them to measure the extent to which the goals have been achieved and evaluating the level of learners and teachers, thus revealing the differences between the results and the goals that were supposed to be achieved, which shows the gaps and difficulties in the educational materials and thus facilitates decision-making.

9. Maintaining the results of continuous evaluation for each learner in various subjects and at various levels in order to evaluate performance, which requires primary schools, middle and secondary education institutions to:

-Communicating monthly, quarterly and exam results using various means to members of the educational community

- Carrying out encouraging measures by offering symbolic prizes, vacations, etc. in order to motivate learners

-Informing parents of all information about the learners so that they can play an assisting role in the learning process

This new perception of assessment is distinguished by the transition from education specific only to knowledge to an education logic based on the development of sustainable competencies

Its application requires the interaction of all educational stakeholders to restore the true meaning of education and make it a powerful building tool

2.1.8 Problems and Difficulties Facing Contemporary Educational Evaluation

Contemporary educational evaluation is confronted with a myriad of challenges and obstacles that hinder its effectiveness and integrity, ranging from issues of standardization

and cultural bias to the complexities of measuring diverse forms of learning and the ever-evolving nature of educational technologies.

1. The multiplicity of evaluation fields and the breadth of its concept. Previously, it focused only on the results of memorizing information, but now it focuses on other aspects, such as the learner's understanding, values, skills, personal, moral, social, and mental aspects.

2. Some of the results to be measured are intangible and intangible. Some skills can be tangible, but other qualities in other situations are difficult to measure, such as honesty and honesty.

3. It is not possible to determine a specific degree for some of the results to be measured, such as cooperative, lazy, or serious...etc

4. Evaluation methods cannot always correct errors in judgment, as current tools are still under development

5. The most important of these difficulties is the lack of qualified parties to carry out the evaluation process, as they need special training and training because it is not a simple process. Care must be taken in choosing who will carry out the evaluation, and there must be cooperation from all parties to make this process successful: mentors, managers, Teachers, learners and parents and special training.

2.1.9   The Evaluation Process in the Algerian Basic Education

A set of steps should be followed to make the evaluation results as accurate as possible in order to provide good support for the learning process. These steps are as follows:

1. Setting evaluation goals: This helps in avoiding randomness in designing plans and determining appropriate methods and also contributes to preserving effort and time. The goal must be clear and precise.

2. Preparation and planning: Preparing the necessary means for the evaluation process, such as: tests and reports... in detail, including the specific time and specifying the target groups.

3. Collecting information: By relying on evaluation methods and the drawn station, information related to the evaluation is collected and then recorded in a clear way to make it easy to read and compare with other information.

4. Analyzing data and drawing conclusions: The data is scientifically analyzed, then interpreted, simplified, and important conclusions are drawn.

5. Making the necessary decisions: Depending on the results obtained and the proposals and recommendations provided by those concerned, the best decisions are made.

2.2 Evaluation in the Middle School

2.2.1 A Succinct Description of Middle School Education

The intermediate stage represents the bridge between the primary and secondary stages and lasts 4 years. The four years of middle school are characterized by three specific stages with special objectives.

i. The first stage (first year of intermediate)the adaptation stage
ii. The second phase: (the second and third years) is a moderate level of support and depth
iii. The third stage: (fourth year of intermediate): This is the stage of more depth and the most important goal is guidance, as this stage ends with the intermediate education certificate exam.

The intermediate education targets the following aims:

✓ Adapting learners' competencies and knowledge (primary education gains) and adding a second foreign language.
✓ Developing learners' competencies and raising their cultural level to a higher level
✓ Deepening learners' learning and preparing them for guidance in secondary education or vocational training
✓ Developing the creative sense and psychological and motor abilities through the use of new technology for the purpose of learning

2.2.2 Middle School Evaluation Tools and Objectives

The pedagogical Evaluation in the intermediate stage is programmed according to the hourly size of each educational subject and is linked to the objectives of the educational curricula and annual plans and is carried out as follows:

1. **Continuous evaluation**: This evaluation is carried out on a regular basis with the aim of evaluating students' work to determine the extent of their progress in building their learning and to identify the difficulties they face and address them. It includes the following:

1. Evaluating the learners' activities outside and inside the department through: oral and written questions, observing the extent of their interaction and participation in the department, and through the homework and projects that the learners are assigned to.

. The professor gives a numerical grade to the student for these activities and gives him a note that expresses the student's work and is a positive comment about his results or specifically about the difficulties he faced in order to address them.

2. **Tests**: The Tests are as follows:

In the first semester, two tests are conducted in the basic subjects and one test is conducted for the rest of the subjects

In the third semester, only one test is given for each educational subject

3. **Semester exams**: It is necessary to inform students and their guardians of the exam schedule so that they can prepare for it well and that the exams include all educational subjects

2.2.3 Previous Research on Middle School Evaluation

In light of the educational reform of evaluation in the Algerian educational institution, researcher Judy Faten (2014) from the University of Biskra conducted an exploratory field study in the middle school in the city of Ouargla with the aim of identifying the evaluation methods used in the Algerian intermediate school and to compare the extent of the success of the approved methods with the targeted competencies and what the difficulties are. Which

faced this process, as well as the cognitive levels of achievement tests for middle school students?

The city of Ouargla was chosen as a geographical field for the study, with two middle school options, and the study continued for a full month (April). 14 male and female professors were selected for various subjects with at least 5 years of experience The descriptive approach was used based on quantitative and qualitative description based on interviews

The results showed that the teachers practice evaluation before beginning to teach the program by conducting a written test to determine the level of the learners and the extent of their readiness to receive new information.

All teachers also practice continuous evaluation through group activities, homework, and assignments, in addition to observing the extent of learners' participation and organizing their notebooks, so the professor focuses on the extent of the learner's understanding of the lessons.

As for the semester evaluation, it relies on achievement tests with questions that depend on demands to solve problems and conclude in an integrated manner, taking into account that the questions are accessible to the learners.

The opinions were close in terms of the evaluation that helped them determine the learner's behavior and the extent of his understanding, as well as identifying shortcomings and addressing them.

As for competencies, it was somewhat difficult due to the large number of learners, especially those who had a weak level accompanying them from previous stages, and these difficulties hinder the achievement of the highest percentage of competencies among a large number of learners.

Whereas the results showed that there is partial agreement between the approved methods and the achievement of the targeted competencies, although the teacher relies on the evaluation of pre-requisite gains on the diagnostic evaluation, these tools are not sufficient to give a comprehensive picture of the learner's level because the evaluation of competency

depends on employing skills and abilities in solving problems. It does not rely heavily on knowledge evaluation only. It was also noted that the teacher relies on the memorization question to a large extent, while neglecting the skills that have a major role in acquiring competencies.

By analyzing the examination paper, it was noted that there was a significant deficiency in evaluating competencies. This is why it is important to choose the correct evaluation tools by studying and repairing them

Among the difficulties that have been observed and that teachers suffer from are: overcrowding and restrictions on a specific time, as well as the weak level of some students due to the previous stages. Accordingly, we conclude that the evaluation in the Algerian school, first of all, does not have evaluation plans that focus on competencies.

Secondly, the problem of the large number of learners, which makes it difficult for the professor to control his class, as well as the limited time. He either completes what is required of him or focuses on building the student's competencies. Finally, achievement tests do not touch upon high levels of thinking sufficient to acquire competencies. Among the proposals presented to improve evaluation in Algeria through this study are the following:

1. Clear planning, deliberate strategies for evaluation through the pedagogy of competencies, using effective means to achieve goals.

2. Building new educational institutions to reduce the problem of overcrowding

3. Organizing specific questions that are compatible with educational goals and achieving efficiency at the level of each institution

The success of the educational process depends heavily on the evaluation process, as it reveals the extent to which the objectives and competencies are achieved, the success of teaching methods as well as the most appropriate choice of educational activities. Without evaluation, it is not possible to determine what is to be known and achieved, nor to develop plans and find solutions to remedy the shortcomings.

2.3 Evaluation in Primary Education

2.3.1   A Succinct Description of Primary Education

According to fellatah (1984)primary education is " a formal education that revolves around the period of development and care of the learner from the age of six to twelve, where to take care of the spiritual, physical, intellectual and social aspects according to their nature and the goals of the environment in which they live ". cited in allegue 2017 p 7.

Primary education is viewed as the basis of formal education, where it extends for five years and includes a period of development of children's personalities, skills and attitudes. The duration of study within the Algerian primary school, which was estimated at five years, is divided into three phases:

The first phase includes the first and second grades of primary education, while the second phase includes the third and fourth grades. The third phase includes the fifth grade of primary education.

2.3.2   Primary Education Evaluation Tools and Objectives

According to the competency approach in the first phase of primary education and the second generation curriculum, evaluation aims to promote practice and comprehension in classes instead of memorizing information, and to focus on acquiring skills rather than repetition.

The assessment process included the assessment of knowledge, efforts and behaviour and also requires the use of differentiation pedagogy, which means the ability to employ a variety of different teaching methods taking into account the individual differences of the pupils, helping learners succeed in multiple ways. The ultimate and main goal of assessment is to control, improve and direct learning, and to facilitate the progress of learners in their learning path. According to Bovisa (2016):

1 The final evaluation status is based on the text of the overall efficiency of the year.

2 The annual rate relates to two factors:

• Coefficient I: First Semester 1

Term Two 1.5

Term Three 2

Due to the level of the material of incorporation.

• The second coefficient: a coefficient related to subjects, with a focus on the importance of Arabic language and mathematics as a basis in the first phase.

3- Final evaluation tools: The means of evaluating the efficiency of the end of teaching vary based on the field in which the competence and its status are determined, and vary accordingly.

2.3.3   Previous Research on Primary Education Evaluation

In the context of the adoption by the National Ministry of Competency Pedagogy as an approach on which it built its curriculum at all levels, Professor Makhloufi Ali and Dr. Lekhal lakhdar (2017) from the University of Algiers 2 Abou El Kassem Saad Allah conducted a field study.

This research study came to find out the attitudes of teachers towards evaluation according to the competency-based approach in the third stage of primary education. The study included a sample of 115 teachers, it used and focused on the statistical method of data analysis. The results showed that there were no statistically significant differences in teachers' attitudes.

The study used multiple statistical techniques such as T-test and single variance test to analyse the data as well as hypothesis testing. The results showed that most teachers have positive attitudes towards evaluation, regardless of their educational qualifications or training institutions. In addition, the study found no statistically significant differences in teachers' attitudes based on their years of experience. The geographical area of study is concentrated in some primary schools belonging to the wilaya of Msila in Algeria. The study specifically includes teachers from the third stage of primary education within this geographical area. The exploratory study was carried out in three phases:

The initial image was applied to 20 teachers in a number of primary schools in the Msila district, in order to assess the clarity of the scale statements. After analysing the results of the application, it was noted that a large percentage of acceptance by the members of the survey sample of all statements was recorded, this is between the extent of their clarity and teachers' understanding of them.

The designed scale was presented to a group of refereed professors, where it was presented to 10 arbitrators from the University of Msila and the University of Algiers 2. The scale was also attached to detailed information including the title of the study, the study questions, the hypotheses of the study, and a procedural definition of the concept of attitudes towards evaluation according to the competency approach. To find out their opinions and observations about:

i. If the phrases really measure what they were put to measure.
ii. If the phrases are appropriate to measure the dimension to which they belong.
iii. The statements are clear and understandable.
iv. Make suggestions for modifying, deleting or adding phrases to the scale.
v. Give general opinions in the direction of the educational scale.
vi. In the end, the ratio of agreement and disagreement was calculated using the Cooper equation based on the retrieval of the arbitration scale.

In the third stage, a psychometric study of the scale was carried out, which was applied to a sample of 35 teachers in some primary schools in the Messila district. It was for the purpose of verifying the validity of the scale for use for application, and the results of the psychometric study of the scale can be displayed in Ensuring the validity of the scale, where the researchers verified it by:

i. *Accuracy assurance of the measurement*: The statements of the scale were presented to faculty members in the Department of Psychology at the Faculty of Humanities and Social Sciences at the University of Mesilla and the University of Algiers 2, to evaluate the validity of the statements in measuring the stated goal, and a high percentage of acceptance of apparent honesty was recorded.

ii.   *Accuracy assurance of the construction*: The construction validity was calculated by the association of each statement with the dimension belonging to it, this is what all statistical correlation coefficients showed at a confidence level of 0.01, which indicates a high compatibility between the dimension statements.

In general, the document provides a detailed analysis of the research study, the statistical methods used, and the results obtained; highlighting teachers' attitudes towards assessment in the context of competency-based education, the document also presents the collective results and statistical analysis of teachers' attitudes rather than individual opinions.

2.4 Primary Education Evaluation Rubric / Grid

2.4.1   Preparatory Measures and Training Procedures

In order to improve and develop the assessment and evaluation process and move it to a higher level so that comprehensive competencies are targeted, a law has been dated on January 8, 2023, that defines the methods for organizing the pre-acquisitions examination in primary education. Which provides a comprehensive pedagogical assessment, as it is considered as diagnostic assessment during this stage that determine the learning difficulties and the learner's shortcomings in order to remediate them .

For the purpose of designing the analytical grids of assessing competencies in the specific subject ,a first meeting was held from December 5 to 8, 2022, and the second meeting from December 26 to 29, 2022.

Training operations for teachers and inspectors began from January 16 to February 2, 2023, aimed at training the concerned members on how to prepare test topics and how to control the use of analytical grids.

2.4.2   Guiding Principles for Designing and Setting up the Final Exam

This examination is based on a set of principles that should be take into consideration while preparing it :

1. Comprehensive assessment of the student's acquisitions in primary education
2. Ensuring pedagogical support for the student

3. Mandatory for all students to take the examination

4. Failure to participate in this examination prevents the student from transferring, regardless of their average

5. Transfer to the first year of middle school is done by calculating the overall average of continuous assessment

The subjects in which this examination will take place are: Arabic, Berber, French, Mathematics, Islamic education, History and geography, Scientific and technological education, Civic education. Other important instructions about this process that the educational staff must implement:

✓ the written evaluations will be held in consecutive days from April 30 to May 25, 2023 at the latest, with one evaluation in the morning to ensure that students continue to study normally.

✓ It is important to take into account the nature of the learners and their level of thinking according to their age. Learners at this age have the ability to observe, question, and think, as well as understand the nature of the competency and what it aims to achieve.

✓ The primary education certificate examination has been abolished and replaced by the pre-acquisitions examination in primary education starting from the academic year 2022/2023, which aims to assess the student's acquisitions based on the competencies targeted in the curricula, as well as to diagnose the deficiencies of each student and address them, and to avoid the negative effects of them on their academic path.

The pre-acquisitions examination in primary education is a new initiative that was introduced in Algeria in 2022. It is designed to provide a more comprehensive and accurate assessment of students' learning than the previous end-of-primary school examination.

The examination is compulsory for all students in the final year of primary school. It is divided into three sections: Arabic, French, and mathematics. The examination is scored on a scale of 0 to 20. The average score for each section is used to calculate the student's overall grade. Students who fail the examination will be required to repeat the final year of primary

school.

The organization will be carried out in the following stages. The registration process will begin from February 5 to 23, 2023. All students who are studying in the fifth year of primary education are required to register at a primary school or a private educational institution.

School principals will be responsible for registration using the student's school identification number. The principal will extract the list of students registered for the exam from the Ministry's information system, seal it, sign it, and send it to the Directorate of Education by no later than February 28, 2023, taking care to correct or transfer it whenever necessary.

The exam will cover all the educational subjects taught in the fifth year of primary education, except for music, arts, physical education, and sports. For Arabic, Berber, and French, assessment is in reading comprehension and written.

Within the framework of comprehensive assessment, different subject areas are subject to distinct evaluation procedures. Mathematics assessments focus on mathematical competencies, while Islamic education assessments focus on understanding Islamic principles. History and geography assessments measure historical knowledge and geographical understanding. Scientific and technological education assessments encompass both the biological and technological dimensions of learning. Civic education assessments aim to measure students' understanding of civic responsibilities.

For languages, oral assessment will be conducted according to specific criteria in the analytical grid, and it will be conducted at the beginning of the third semester, provided that it is completed before the end of the written assessments.

Assessment of reading performance: For languages and memorization of the Qur'an (Islamic education), it will be conducted according to specific criteria, and it will be conducted at the beginning of the third semester and completed before the end of the written assessments. The topics and their model answers will be prepared by the inspectors of Arabic, Berber, and French, in cooperation with competent and committed teachers from the district.

This process will begin immediately after the provincial supply operation, and it must be completed before April 13, 2023. The Director of Education will appoint educational institutions to print the topics. The head of the department responsible for exams will reserve the following through his account on the digital platform:

a) List of institutions involved in printing.
b) List of districts attached to each institution involved in printing.
c) List of schools belonging to each district.
d) Printing schedule and name of the district inspector concerned and his assistants.
e) The head of the department responsible for exams will extract the list of institutions concerned for printing, sign it, and then have it sealed by the Director of Education, and send it to the Director of Primary Education.
f) The branch office director will provide the paper for printing the evaluation topics and envelopes.
g) The district inspector will prepare a slip for each envelope containing information about the school and the subject, and he will personally supervise the printing of the topics in a confidential manner, and then deliver the envelopes of the topics to the school principals before the start of the exam.

Students will take the exam in their institutions under the supervision of their teachers, and the district inspector will be responsible for organizing the exam in coordination with the language inspectors, school principals, and providing schedules and ensuring the continuity of student schooling.

Students will be evaluated on different days during the period from April 30 to May 25, 2023. Students will be informed of the exam schedules at least one week in advance. The education system will maintain the continuity of study in a normal way.

It is important to take into account the nature of the learners and their level of thinking according to their age. Students at this age have the ability to observe, question, and think, as well as understand the nature of the competency and what it aims to achieve.

The primary education certificate exam was abolished and replaced by the assessment exam for the primary education stage starting from the academic year 2022/2023. The

objective of this exam is to assess the student's competencies based on the competencies targeted in the curricula, as well as to diagnose the weaknesses of each student and treat them, and avoid their negative effects on their academic path.

Conclusion

This chapter has provided a comprehensive exploration of evaluation and assessment practices within the Algerian education system. Starting with the study of the significance and objectives of evaluation, we address the differences between traditional and modern methods, focusing on the unique features and limitations; next, we reviewed the methodological principles that direct the evaluation process, while presenting a set of procedural steps aimed at facilitating the achievement of the objectives. Furthermore, we addressed the difficulties that teachers may face in assessing learners, and made a set of recommendations to overcome these obstacles and address the shortcomings. Subsequent sections focused on assessment practices in middle and primary schools, clarifying goals, planning methods, and insights from previous research. In addition, we discussed the evaluation grid for assessing learners' competency and providing comprehensive data on its history, principles and objectives.

Through this exploration, readers gain a thorough understanding of assessment within the Algerian education system and ways to improve it. By implementing the recommendations outlined here, stakeholders can enhance the effectiveness and equality of assessment practices, which in turn ultimately contributes to enhanced learning outcomes for all learners.

Chapter 03:

Research

Methodology and

Data Analysis

Chapter 03: Research Methodology and Data Analysis

Introduction

The purpose of the recent research work is to highlight the attitudes of middle school first-year teachers towards the integration of the latest primary education school assessment grid to address the learning gaps in the middle school that helps in the remediation process in which the researchers use different procedures .Accordingly this chapter covers the research methods and procedures which the researchers implement to conduct this research study , moving to the analysis that includes the samples and their characteristics then the tools that used in this research, as well as the ethical consideration and the limitations of the work, it ends up with answering the research questions and suggesting recommendations .

Research questions

This dissertation aims to answer the following research questions in order to direct this research to the right analysis:

What are middle-school first-year teachers' perceptions of the efficiency of the latest primary education evaluation rubric?

How do teachers perceive the evaluation rubric's role in identifying and remedying learners' learning weaknesses?

How do middle school first year teachers perceive the impact of the latest adopted primary school assessment grid on the remediation of their learners 'learning weaknesses guided by diagnosis?

Possible Hypotheses

It is possible to obtain one of these hypotheses as an answer for the previous research questions:

H1: Middle-school first-year teachers perceive the latest primary-school evaluation rubric as insufficiently detailed to accurately identify learners' weaknesses.

H2: Teachers may believe that while the evaluation grid helps in recognizing learning deficiencies, it lacks guidance on effective remediation strategies.

H3: Middle-school first-year teachers may positively perceive the practicability of primary-school evaluation grid if it incorporates more specific diagnostic tools and remediation suggestions.

3.1. Research Design and Methodology

In order to determine the attitudes of the 1st year middle school teachers towards the latest adopted evaluation grid, and also to reach the deepest analysis in this research, two mixed methods were used by linking both types , quantitative and qualitative, to obtain a sufficient understanding of the impact of this evaluation grid on the learning and teaching process. For this purpose we collect a sufficient number of the various teachers' insights resulting from the implementing of the evaluation model, also the opinion of the primary education inspector was also sought for the same research purpose.

To conduct this study, a questionnaire was designed to support the analysis. This questionnaire was answered by 36 professors. Then we divided it into sections, where we chose the questions to suit the purpose of the research by focusing on the details (age, gender, teaching experience...etc.) Then we Conduct a written interview with the first intermediate teacher and collect important data to help expand the outlook on the research field

We also conducted a personal interview with the primary education inspector, who provided us with more important information about assessing competencies in the last level of primary school.

3.1.1 Population and Sampling

This research was carried out in 4 middle schools (Lahssan Belahssan Middle School and the New Middle School in Dahmouni (Tiaret), Middle School Larachi Mohammed and Larachi Al-Morssli in Medroussa (Tiaret)).

3.1.2 Data Collection Methods and Procedures

The sample for this study consisted of 38 participants. Specifically, of the 36 professors from the first intermediate level, including both males and females, eight were male and 28 were female. The professors were from various age groups: nine professors were under 30 years old, 21 professors were between 31 and 40 years old, and six professors were over 40 years old.

The written interview was conducted with a primary education inspector from the over 60 years old age group, which had over 17 years of experience as an inspector, and the first intermediate teacher from the age group under 30 years old with three years of experience in applying this evaluation model. This was chosen to obtain various opinions from her experience in applying the evaluation model. The primary education inspector was chosen because it is considered the primary source of information for assessing competencies in primary school, which forms the basis for the evaluation grid in the intermediate stage.

3.1.2.1 Teachers' Questionnaire

A questionnaire is a research tool that includes a series of questions used to gather useful information from respondents. These tools include written or oral questions and form the interview pattern. Questionnaires may be qualitative or quantitative and can be conducted online, over the phone, on paper, or face-to-face, and questions do not necessarily need to be asked in the presence of a researcher.

Questionnaires may include open or closed questions and sometimes use a combination of the two. Open-ended questions enable respondents to answer in their own words as much or as little detail as they wish. Closed questions provide respondents with a series of predefined responses from which they can choose.

We have carefully designed the questionnaire to ensure that appropriate and clear questions are included, which are aimed at effectively achieving the research objectives. We have also translated the questionnaire into Arabic. Because the study targets multiple groups of participants who speak two different languages (French and Arabic), the questionnaire was translated into the appropriate language for the participants.

The data collection process has been carefully organized and managed to ensure that participants respond correctly and effectively, taking into account honesty, confidentiality and participants' rights. The quality of the questionnaire has been assessed and reviewed periodically to ensure that it meets scientific standards and accurately reflects the research objectives.

3.1.2.2 The Middle School Teacher's Interview

Another data collection tool, the interview which is a structured conversation that aims to gather detailed insights into teacher attitudes toward the evaluative assessment tools that are used for the transition from primary to middle school, focusing on objectivity, appropriateness, alignment with curriculum objectives and competencies, feasibility of implementation, and content coverage.

An online semi-structured interview is conducted with a 1ˢᵗ year middle school teacher in Algiers who was selected using purposive sampling as participant due to her extensive experience with the evaluation model in order to collect the necessary data. The interview is in written form, it consist 9 crucial questions that aim to gather relevant insights.

The participant was informed about the research topic with the purpose; she received an email containing the interview questions, it includes both forms closed and open-ended questions in Arabic language

2.1.2.3 Primary Education Inspector's Interview:

In order to delve deeper into the research for the defect in the evaluation model, we conducted an in-person semi-structured interview with a Primary Education Inspector who is considered as crucial primary source to support our research with his valuable experience where he clarified some important points regarding the assessment in primary school, which is basic for evaluation in the first year of middle school. In addition to the verbal answers, we could notice the body language that ensures relevance.

This interview was conducted in the inspectors' office. First of all, we showed him the questions to make sure that he can answer them without hurting any professional ethics. It

contains 9 questions both closed and open-ended questions together with some supporting questions in Arabic to make the interview more flexible.

2.1.3. Data Analysis Methods and Procedures

2.1.3.1 Quantitative Analysis

The questionnaire was designed to assess educators' perceptions and experiences regarding the diagnostic assessment practices and evaluation rubric utilized within the first-year middle school curriculum. . Participants were asked to rate various aspects of the diagnostic assessment and rubric on a scale ranging from strongly agree to strongly disagree. In the last part of the questionnaire, we asked the teachers a set of questions to the teachers.

The data collected through this questionnaire were analyzed to determine the mean mode for each item, providing valuable insights into areas of strength and areas for improvement within the diagnostic assessment and rubric implementation. The answers were coded thematically so we get the following sub-themes.

1. The usefulness of the evaluation model in understanding the strengths and weaknesses of learners when they enter the first year of middle school
2. Unclear aspects of the evaluation for first-year middle school teachers
3. The most effective methods for diagnosing learner needs, according to the experience of teachers, except for relying on primary education rubrics
4. Proposed solutions to better improve the current assessment model for remedy practice for first-year middle school learners

3.1.3.2 Qualitative analysis

The interviewed teacher sent her responses via email, we obtained a qualitative data then we translated it into English. During the analysis procedures, we thematically coded the collected data to determine the common patterns and themes in this interview:

The goal of evaluating gains and the time allocated for it

The extent to which the final evaluation model for primary education is compatible with the content and skills required in the first year of intermediate (Arabic language):

The extent to which this model helps in reflecting real competencies and meeting the learner's needs:

Challenges during applying the rubrics in the first year of intermediate school

Examples of the success or failure of this evaluation within the scope of the curriculum

Suggestions submitted by the professor to improve this model

We were able to obtain the following most important points through this interview in Arabic language then we translated it into English language after that we divided it thematically into sub-themes**:**

3.1.4 Ethical Considerations

During data collection, we encountered some ethical challenges, as cases were recorded where certain participants refused to answer certain questions citing flimsy reasons.

3.1.5 Limitations of the Study

During the study, several limitations were encountered that affected the scope and findings of the research. One of the main limitations was the restricted access to certain data sources due to participants' refusal to answer, and the lack of seriousness in conducting the research process. Additionally, the sample size was relatively small, and we found that some teachers did not administer the competency assessment exam while others did not cooperate with us, which may impact the generalizability of the results. These limitations highlight the need for future research to address these constraints and further investigate the topic in-depth.

3.2. Results

3.2.1 Middle School Teachers' Questionnaire Results

3.2.1.1. Respondent's Information and Professional Experience

A. *Respondent's Age Categories*

Figure 3.1 and **Table 3.1** show that there were 36 respondents. Among them, 9 were under 30 years old, representing 25% of the total sample. Additionally, 21 respondents fell

into the age category of 31 to 40, accounting for 58% of the total sample. The remaining 6 respondents were over 40 years old, constituting 17% of the total sample.

Table 3.1.

Respondents' Age Categories

Respondents	Total	< 30	31-40	>40
Number	36	.9	.21	6.
%	100	25.	58.	17.

Figure 3.1:

Teachers 'Age
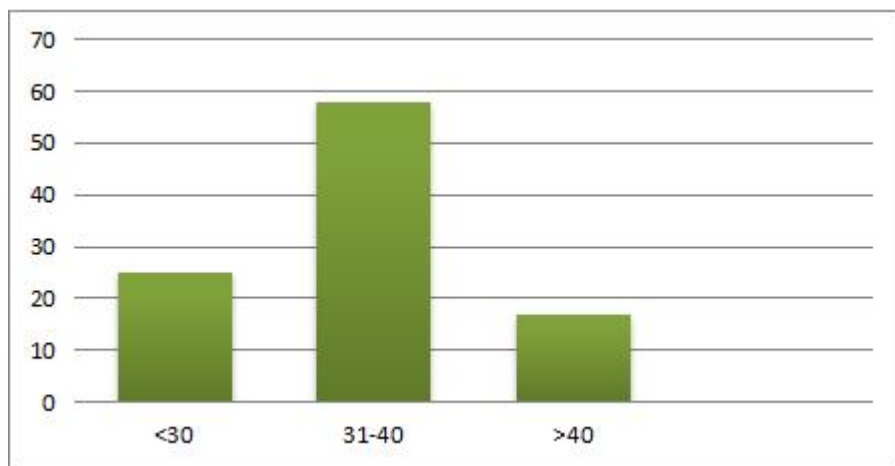
B. Respondent4s Gender

Table 3.2 and **Figure 3.2** illustrate the gender distribution among our participants; there were a total of 36 respondents. Among them, 8 were male, constituting 22% of the total, while the majority, 28 respondents, was female, representing 78% of the total sample.

Table 3.2.

Respondents' Gender

Respondents	Total	Male	Female
Number	**36**.	**8**.	**28**.
%	**100**	**22**.	**78**.

Figure 3.2

Teachers' Gender
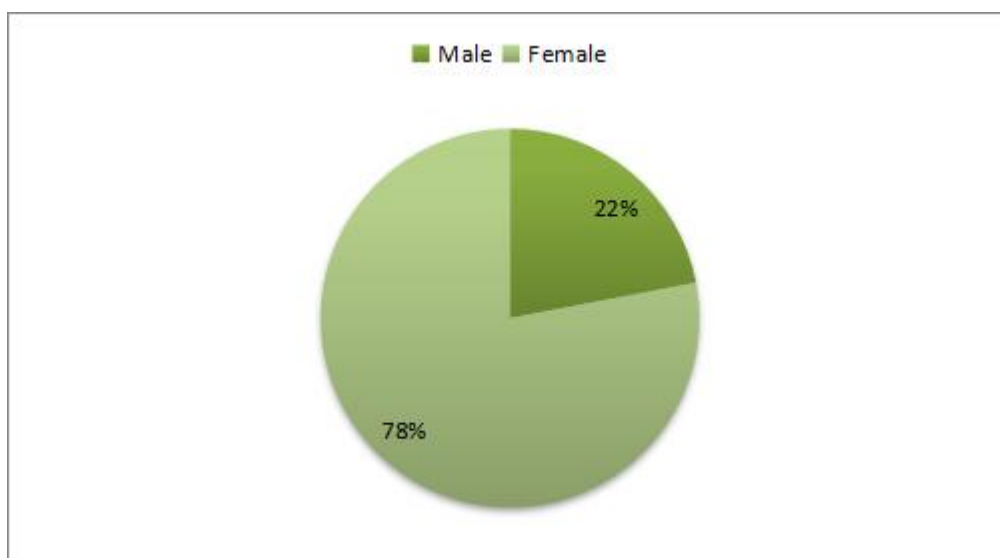
C. Respondent4s Teaching Experience

Table 3.3 and Figure 3.3 indicate the years of comprehensive experience of professors in education. We find a difference from one professor to another, as the percentage of those with less than 5 years reached 31%.For those between 5 and 10 years, the percentage was 33%, while for the rest of those with more than 10 years of experience, the percentage reached 36% which is considered the largest percentage .

Table 3.3

Years of Teaching Experience

Respondents	Total	<5 years	5-10 years	>10 years
Number	.36	11.	12.	13.
%	**100**	**31**.	**33**.	**36**.

Figure 3.3

Years of Teaching Experience
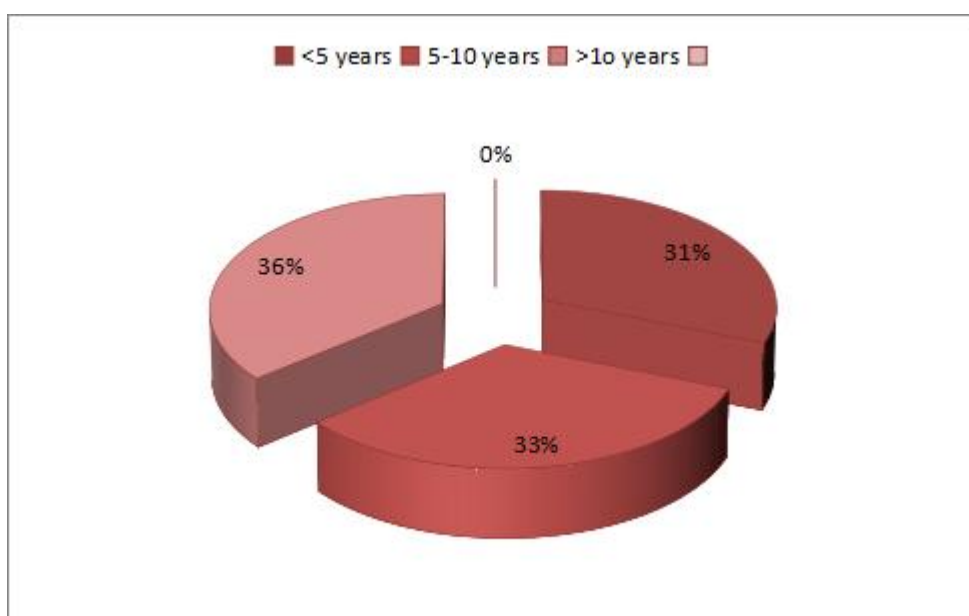
D. First Year of Middle School Teaching Experience

Through the table 04 and figure 04, we notice in particular the percentage of years of experience that professors teaching in the first year middle school, as they were divided into 3 categories, the first for less than 5 years and their percentage reached 47%, the second from

5 to 10 years and their percentage 33%, and finally the third percentage for those with experience over 10 years, the percentage is 20%.

Table 3.4.

First Year of Middle School Teaching Experience

Respondents	Total	<5 years	5-10 years	>10 years
Number	**36**	**17**.	**12**.	**7**.
%	**100**	**47**.	**33**.	**20**

Figure 3.4

First Year of Middle School Teaching Experience
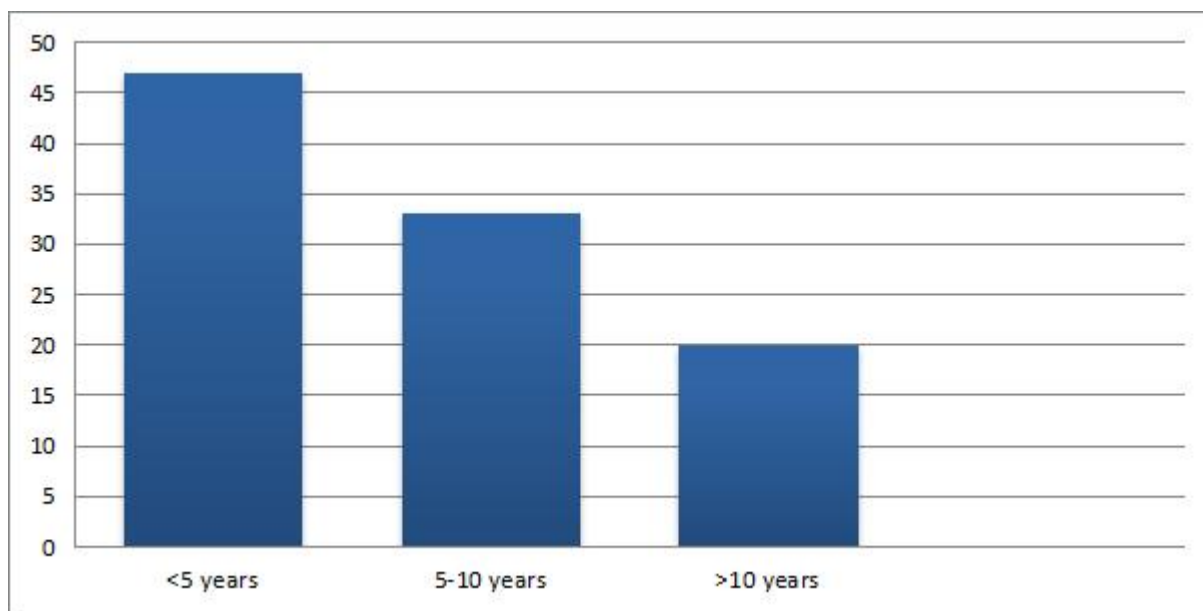
E. Respondents' Teaching Subjects

Figure 3.5 and **Table 3.5** show us the various subjects taught by respondents to the questionnaire, showing us the percentage of the frequency of each subject. Where it appears to us that the subject of the Arabic language (21%), French (15%) and Mathematics (18%) have a high percentage, As for the rest of the subjects, they have similar rates of frequency: Social sciences (11%), Physics (13%), Islamic Education (11%) and Natural Sciences (11%).

Table 3.5

Respondents' Teaching Subjects

Respondents' Subjects	Frequency	Percentage
Arabic	**8**	**21**
French	**6**	**15**
Social Sciences	**4**	**11**
Maths	**7**	**18**
Physics	**5**	**13**
Islamic Education	**4**	**11**
Natural sciences	**4**	**11**
Total	**38**	**100**

Figure 3.5

Respondents' Teaching Subjects
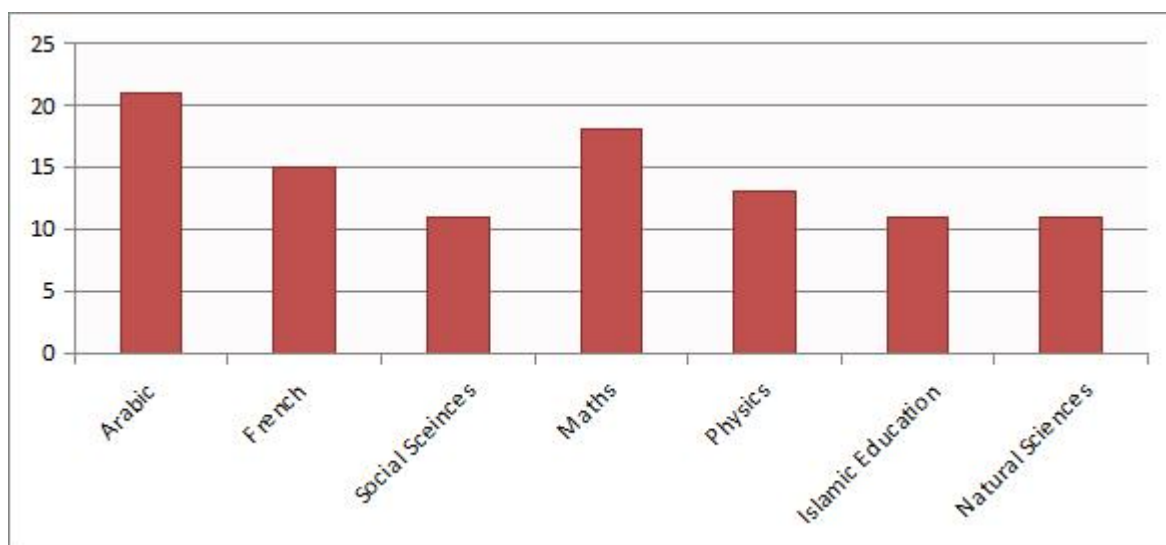
3.2.1.2 The Questionnaire's Likert Scale Results

Theme 1: Diagnostic Assessment Utility and Alignment with Rubric

ITEM1:   The responses indicate that most participants gave a favorable opinion towards the diagnostic assessment's alignment with the first-year curriculum, suggesting they see a correlation between the assessment and the content typically covered in the first year.

ITEM2: Like the first item, the responses show that the majority of teachers rated this aspect favorably, indicating that they believe the rubric is well-aligned with the first-year curriculum.

ITEM 3 :   The responses indicate most participants expressed positive views on this aspect, indicating their belief that the rubric corresponds to the content and skills taught in the first year.

ITEM4 : The responses shows that the majority of participants agree that the rubric aligns well with the first-year curriculum. This indicates a perceived alignment between the assessment tool (rubric) and the curriculum objectives.

Figure 3.6

Diagnostic Assessment Utility and Alignment with Rubric
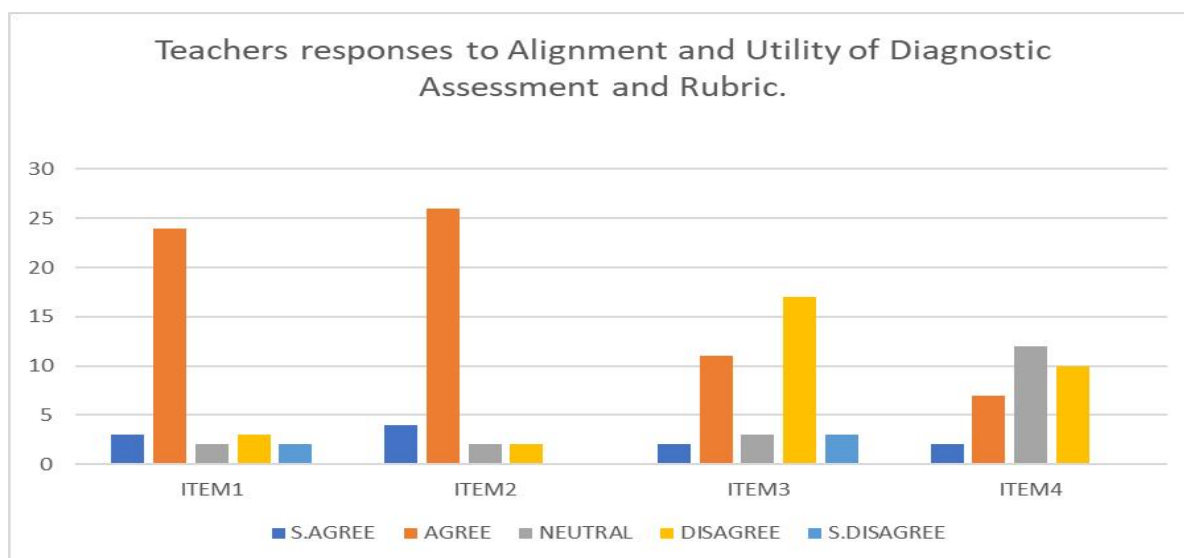
Theme 2: Effectiveness and Clarity of the Rubric:

ITEM1: The responses indicate that the language and structure of the rubric are perceived as straightforward by most respondents, The participants generally agree that the rubric is clear and easy to understand.

ITEM The majority of participants see the rubric as a valuable tool for diagnostic assessment. This responses suggest that they believe the rubric effectively contributes to the assessment process.

ITEM3: the responses indicate that the participants perceive the rubric to somewhat effectively cover the key competencies.

ITEM4: The responses indicates that participants believe that the feedback generated by the rubric is valuable for student learning and growth.

ITEM5: Participants seem to perceive the rubric as effectively covering key competencies. This implies that they believe the rubric adequately addresses the essential competencies expected at this level.

ITEM6: There's a positive perception that the rubric encourages learner self-assessment and reflection. This implies that participants believe the rubric promotes active engagement and metacognitive skills among learners.

ITEM7: The responses indicate that the participants generally feel confident explaining the rubric's outcomes to parents, and they can understand the outcomes provided by the rubric.

Figure 3.7

Effectiveness and Clarity of the Rubric
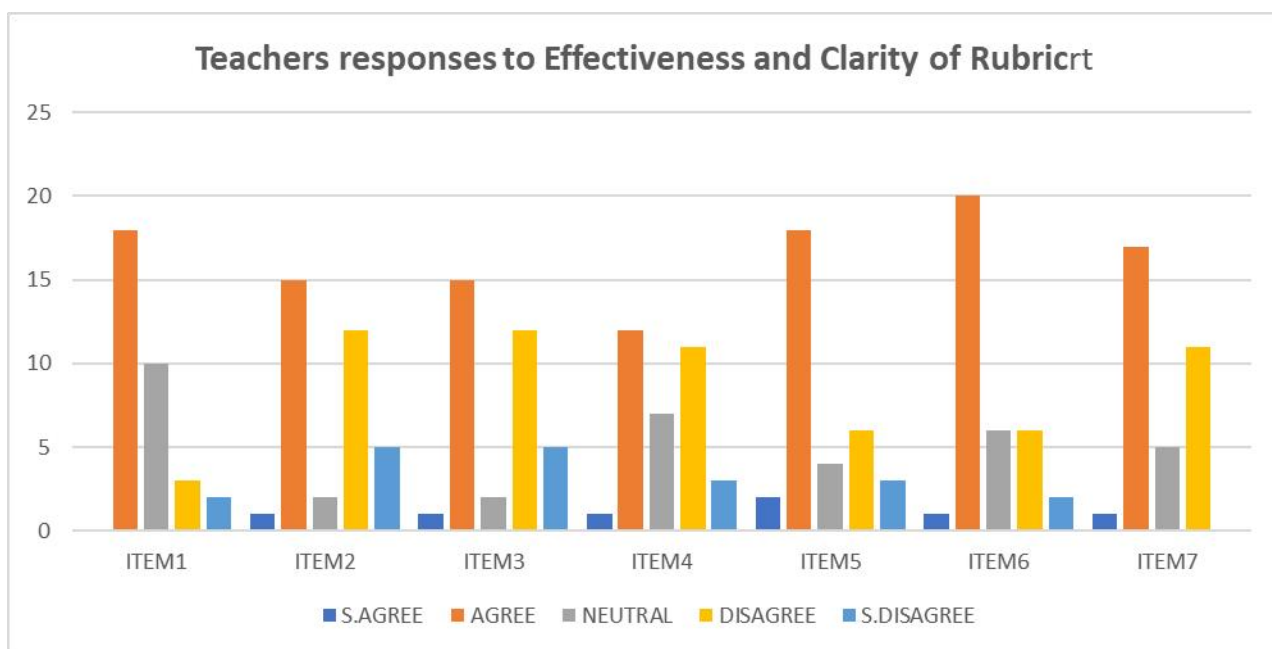
Theme 3: Training and Implementation Challenges

ITEM1: the responses show a mixed perception among the participants, some believe that the rubric provides sufficient information for remediation purposes. While others suggest that adding more details could enhance its usefulness for remediation purposes.

ITEM2: This responses indicates that they find the rubric useful for providing targeted feedback to learners, and the most participants agree that the rubric helps identify specific areas for improvement

ITEM3: The responses show that there is a perception that the rubric provides sufficient information for remediation purposes. Some participants may feel that additional details could enhance remediation efforts.

ITEM4: There's a positive perception that the rubric is practical and feasible for assessment purposes. This implies that participants find the rubric easy to use and implement in their assessment practices.

ITEM5: The responses suggest that participants perceive the rubric to somewhat address the diverse needs of all learners.

ITEM6: The responses indicate that participants found the rubric somewhat challenging to apply due to its complexity. This suggests that there may be areas of the rubric that are difficult to interpret or   to apply .

ITEM7: the responses show a mixed perception among the participants ,some of them see   that sufficient resources are available for rubric implementation. However, others may feel that additional resources are needed.

ITEM8: The participants show a mixed perception among the participants, some of them may feel adequately trained, while others may express a need for more training or support.

ITEM9: The responses suggest that the participants find the rubric flexible enough to apply across different subjects

ITEM10: The responses shows mixed opinions regarding the resources required for implementing the rubric. Some may perceive the need for additional resources, while others may feel that existing resources are sufficient.

Figure 3.8

Training and Implementation Challenge
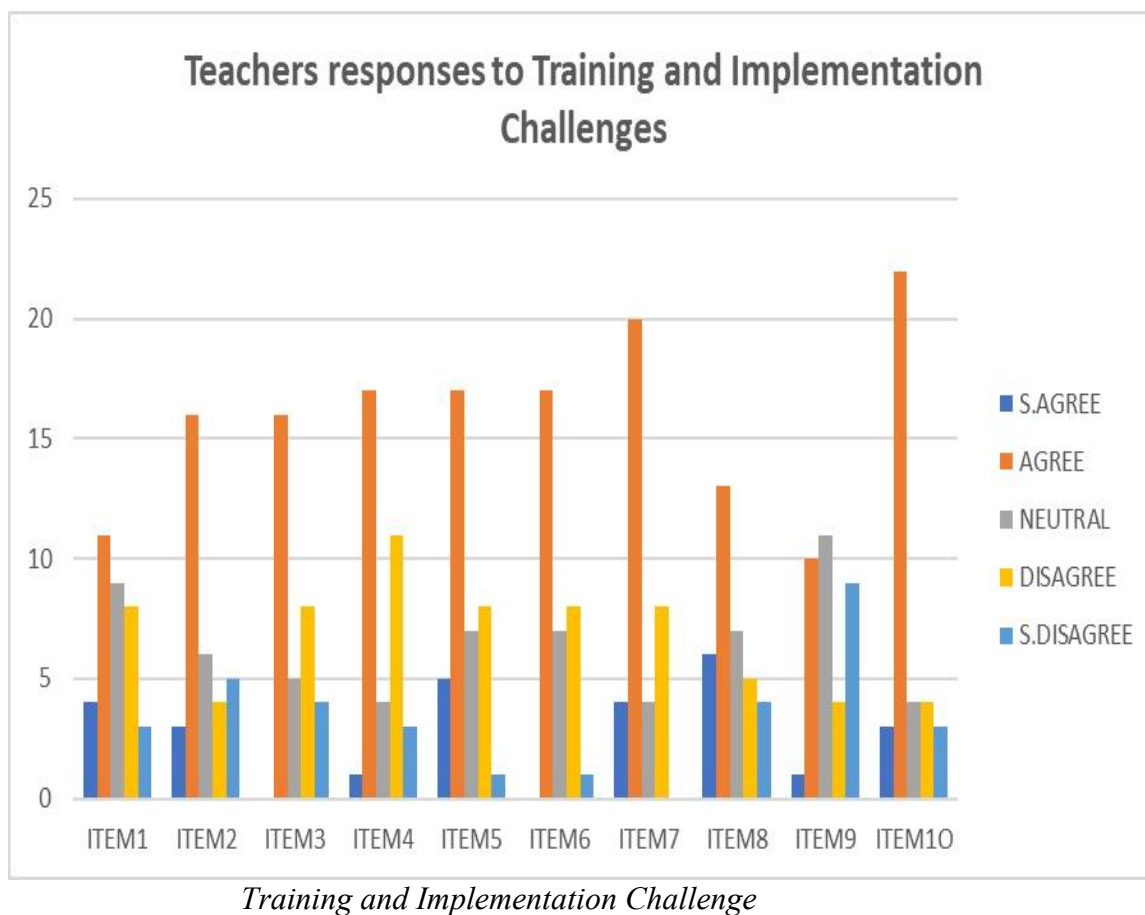
3.2.1.3. Challenges and Suggestions for Rubric Improvement

i. The usefulness of the evaluation model in understanding the strengths and weaknesses of learners when they enter the first year of middle school:

Evaluation is an essential part of the teaching and learning process, helping to effectively detect and address weaknesses. By examining performance and analyzing results, students' strengths can be strengthened, reflecting their actual progress. Given that the intermediate level is an ongoing and complementary process to primary education, many aspects and processes of learning have been studied beforehand, making the evaluation an opportunity to review achievements and identify points that need to be enhanced and improved.

The current evaluation has contributed to some degree in stimulating the learning process between the teacher and the learner, but there is still an urgent need to strengthen this process through additional efforts by the teacher. Evaluation is an essential part of the learning process, providing an opportunity to evaluate progress and identify students' strengths and weaknesses. However, evaluation may remain simply a tool if the teacher cannot guide students towards understanding concepts more deeply or developing their skills more effectively.

The current evaluation model is distinguished by its ability to assess student activity in and out of class, such as participating in discussions, answering questions during lessons, and performing homework.

The evaluation model sheds light on learners' cognitive weaknesses and their inability to apply them effectively. Through this calendar, the teacher is able to accurately identify what aspects to focus on in the education process. In addition, the current evaluation model provides an opportunity to diagnose learners' weaknesses and identify gains made over the given time period. This approach is essential to measure learners' progress and compare it against predefined learning goals, helping to promote the learning process comprehensively and effectively.

Identifying difficulties associated with the basic acquisitions of the subject and evaluating students' ability to do so is a primary goal of the assessment model. This model also aims to identify the weaknesses of each student individually, and address them to avoid negative impacts on their academic progress and ensure better chances of success.

At the primary level, evaluation results may not fully correspond to the actual level of students, however, the use of evaluation models remains very important for effective educational guidance and early intervention to help students achieve their full potential.

The current evaluation of learners is often insufficient to accurately evaluate their level, as a thorough understanding of their abilities cannot be gained through just one or two lessons. Although the evaluation models help to some extent, they do not provide a 100% complete picture. In general, the teacher is the most suitable person to evaluate learners and discover

Their strengths and weaknesses accurately and effectively.

In practice, the benefit is there, but the time allocated for evaluation is insufficient to achieve its goals by up to 50%.

This evaluation is still new, and therefore it is not possible to definitively judge the strengths and weaknesses or whether they have been addressed until after the end of intermediate education levels. This is because the results of this evaluation are not fully complete in the first year of intermediate education.

The current evaluation has not found much support due to the inaccuracy of the results on which it is relied and the inadequacy of conditions for its success.

Presents the role of current evaluation in determining students' cognitive abilities in specific subjects such as history, geography, and civics.

Current evaluation is not enough to understand students' strengths and weaknesses.

. The current evaluation model can help teachers understand the strengths and weaknesses of students in the first year of middle school, and this information can be used to guide and support students.

First-year middle school teachers faced difficulties in the assessment process due to several reasons. First, some of the instructions used in the process may not be sufficiently suited to the needs of students at this age and educational stage. This may negatively affect the accuracy of the evaluation and its ability to measure students' actual achievement. Second, the challenges they face in providing comprehensive and fair evaluation require solid strategies to overcome potential difficulties and ensure effective evaluation that contributes to improving students' learning experience at this sensitive period of their educational lives.

Overall, most respondents agree that the current evaluation model is clear and comprehensive in its content. However, the challenge is that it is not effective in setting goals adequately, which can negatively affect its ability to fully meet the needs of teachers and students. Evaluation also indicates a lack of credibility and consistency in the results achieved, making

it difficult to rely on it as an objective tool for measuring educational progress and evaluating the effectiveness of educational programs.

There are aspects of the evaluation process that need to be clarified, as well as missing and insufficient information. Despite this, teachers followed the approved program for the middle stage strictly and without additions. This indicates their adherence to established standards, however, calls for continuous improvement to ensure the clarity and adequacy of the evaluation process to ensure its effectiveness in the learning process.

iii. *The most effective methods for diagnosing learner needs, according to the experience of teachers, except for relying on primary education rubrics:*

Practical classes show higher efficiency compared to theoretical classes when looking at students' learning outcomes. This means that the use of practical classes, which focus on effective interaction between teacher and students and the use of applied activities, can lead to better results in achieving educational goals.

Diversification in teaching methods is increasingly necessary, since excessive reliance on tests without effective progress in learning and pedagogy leads to teacher exhaustion and reduces students' interaction with educational content. Teachers should adopt a variety of teaching methods, including the use of technology, group discussions, hands-on activities, and more, to motivate students and enhance the effectiveness of the learning process.

Collecting data on academic performance enhances understanding of student progress and identifies learning needs to focus on. When data is systematically collected and analysed accurately, teachers and education administrators can make informed decisions about how to improve educational programs and provide appropriate support to students.

Conducting interviews or surveys contributes to anticipating students' interests and discovering their strengths, as well as personal and social interests that may directly affect their learning, which contributes to the design of more adaptive and effective educational programs.

Follow-up of students' attendance and participation in classes contributes to evaluating their interaction with educational content and the extent to which they benefit from it. By

monitoring their attendance and active participation, teachers can assess their level of commitment and engagement, thereby adapting instructional strategies to better meet students' needs.

Collaborating with teachers and parents provides additional insights that enhance the quality of the educational program and activate community support for the learning process. When everyone – teachers, parents and the educational administration – can prioritize and improve the required based on multiple insights, contributing to the overall improvement of the educational process.

The use of reproductive strategies contributes to enhancing cooperative learning and achieving better learning outcomes, as students can share knowledge and skills in a learning environment that encourages interaction and active learning.

Providing simple and stimulating activities that help motivate students and increase their educational effectiveness, as short and inspiring activities can attract students' attention and enhance their response to educational content better

 Taking into account students' preferences in educational methods enhances their participation and effectiveness in the educational process. By understanding students' needs and choices, teachers can customize instructional methods to meet their preferences and positively enhance their learning experience.

Engaging students in the learning process enhances their participation and interaction with the academic content, which contributes to building critical thinking skills and independence among students, and enhances their benefit from individual and group learning experiences

Fostering a spirit of collaboration between the teacher and students helps create a suitable and effective learning environment, where students can learn more effectively when they feel that they are part of the learning process and that their ideas and opinions are respected and important.

The need to review the evaluation system to keep pace with modern technological and cognitive developments will help in updating evaluation strategies and methods to suit the

needs and aspirations of modern students, which will enhance the effectiveness of the learning process and achieve education goals more effectively.

Continuous follow-up and psychological support contribute to the student's understanding and help him deal with the personal and academic challenges that he may face. By continuously monitoring a student's progress and understanding the conditions that may affect their learning, teachers and counsellors can intervene effectively to provide the necessary support.

The basic pillar of primary education delivery must be robust to ensure continuity of learning in later stages. Establish a strong foundation at the primary level that contributes to building basic skills for students, paving the way for their success in later educational stages.

Multiple evaluation models promote better identification of students' individual learning needs. Through the use of various evaluation models, teachers can examine students' skills and learning needs more accurately, helping them tailor learning and support based on each student's individual needs.

Carrying out evaluation tasks regularly contributes to evaluating and improving students' academic performance. When assessment is conducted regularly, teachers can track students' progress and intervene immediately to enhance academic performance and achieve set learning goals.

Coordination between primary and middle school teachers means their cooperation and coordination of their efforts to ensure the integration of educational programs, which enhances the effectiveness of the educational process in a comprehensive manner. Through coordination, teachers can share experiences and form common strategies to improve learning outcomes and enhance students' understanding of materials.

Increased targeted activities contribute to the discovery and treatment of students' weaknesses. Promoting activities aimed at addressing students' learning difficulties and weaknesses contributes to improving their academic performance and enhancing their chances of success in learning.

Organizing diagnostic tests before the beginning of the school year helps assess students' level and determine their educational levels and potential educational needs. This evaluation allows teachers to effectively allocate support and resources to ensure they get the most out of learning.

Practical classes have good returns compared to theoretical classes

Diversifying teaching methods because the learning process has become carried out in a traditional manner most of the time (taking tests without any effective scientific and educational achievement), and the task of teaching has become burdensome for many learners.

Collecting data on the learner's academic performance, including test results

Conduct interviews or surveys to understand the learner's interests and identify strengths

Monitoring students' attendance and participation in classes

Cooperating with teachers and parents to gather additional insights

It is desirable to reduce the primary program

Limiting yourself only to writing (clear handwriting), good reading, and arithmetic (mathematics), as was the case before

Building a basic base in primary school, then intermediate teachers complete the rest

Written and oral interrogations

Identify the categories concerned with the evaluation

Using the strategy of reproduction so that we make the learner work within the group and thus acquire information

Proposing simplified and motivating activities for the learner

Taking into account the students' desire for specific methods

Involving the student in the learning process

Working on the spirit of cooperation between the professor and the learners

Traditional evaluation strategies are no longer able to keep pace with the explosion of knowledge and the technology revolution, and therefore it has become necessary to conduct a comprehensive review of the education system and the evaluation system in particular.

Continuous follow-up throughout the academic years and accompanying in terms of psychological treatment of the student in order to see the circumstances surrounding him inside and outside the institution.

Effective ways to diagnose the learner's learning needs are: catch-up, support classes, and the cohort system.

Conducting an evaluation model for several competencies according to the needs of students.

Conducting evaluation assignments every month, whether written or oral.

Coordination between middle school and primary school teachers.

Increasing the number of guided activities where the teacher can identify learners' weaknesses.

Organizing tests by the receiving institution before school entry, as a diagnostic assessment through which learners are classified into homogeneous groups that are subject to treatment as needed.

iv.   *Proposed solutions to better improve the current assessment model for remedy practice for first-year middle school learners:*

Practical classes show higher efficiency compared to theoretical classes when looking at students' learning outcomes. This means that the use of practical classes, which focus on effective interaction between teacher and students and the use of applied activities, can lead to better results in achieving educational goals.

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. Collecting data on academic performance enhances understanding of student progress and identifies learning needs to focus on. When data is systematically collected and analysed accurately, teachers and education administrators can make informed decisions about how to improve educational programs and provide appropriate support to students.

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Follow-up of students' attendance and participation in classes contributes to evaluating their interaction with educational content and the extent to which they benefit from it. By monitoring their attendance and active participation, teachers can evaluate their level of commitment and engagement, thereby adapting instructional strategies to better meet students' needs.

Collaborating with teachers and parents provides additional insights that enhance the quality of the educational program and activate community support for the learning process. When everyone – teachers, parents and the educational administration – can prioritize and improve the required based on multiple insights, contributing to the overall improvement of the educational process.

The use of reproductive strategies contributes to enhancing cooperative learning and achieving better learning outcomes, as students can share knowledge and skills in a learning environment that encourages interaction and active learning.

Providing simple and stimulating activities that help motivate students and increase their educational effectiveness, as short and inspiring activities can attract students' attention and enhance their response to educational content better

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Fostering a spirit of collaboration between the teacher and students helps create a suitable and effective learning environment, where students can learn more effectively when they feel that they are part of the learning process and that their ideas and opinions are respected and important.

The need to review the evaluation system to keep pace with modern technological and cognitive developments will help in updating evaluation strategies and methods to suit the needs and aspirations of modern students, which will enhance the effectiveness of the learning process and achieve education goals more effectively.

Continuous follow-up and psychological support contribute to the student's understanding and help him deal with the personal and academic challenges that he may face. By continuously monitoring a student's progress and understanding the conditions that may affect their learning, teachers and counsellors can intervene effectively to provide the necessary support.

The basic pillar of primary education delivery must be robust to ensure continuity of learning in later stages. Establish a strong foundation at the primary level that contributes to building basic skills for students, paving the way for their success in later educational stages.

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progress and intervene immediately to enhance academic performance and achieve set learning goals.

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Increased targeted activities contribute to the discovery and treatment of students' weaknesses. Promoting activities aimed at addressing students' learning difficulties and weaknesses contributes to improving their academic performance and enhancing their chances of success in learning.

Organizing diagnostic tests before the beginning of the school year helps assess students' level and determine their educational levels and potential educational needs. This evaluation allows teachers to effectively allocate support and resources to ensure they get the most out of learning.

i. *Proposed solutions to better improve the current assessment model for remedy practice for first-year middle school learners:*

Identifying students concerned with addressing contradictions while constructing instructions, which helps achieve greater interaction with the educational content and improve student understanding

Dividing students into groups due to large numbers It is important to divide students into smaller groups to ensure effective interaction and optimal concentration during lessons. This can contribute to improved learning and reduce differences in levels of comprehension among students

Using different methods such as visual, auditory, tactile, and even smelling when needed, can contribute to stimulating students' comprehension and promoting later retrieval of information.This educational method also allows knowing the individual differences between students and improving the response to their educational needs

Benefit from personal evaluation In the case of objective assessment When the assessment is objective and transparent, teachers and students can use it as a basis for their personal evaluation and identify points of improvement

Identify and address discrepancies within groups:

Collaboration between students should be encouraged to identify and resolve discrepancies that arise during lessons. Adding writing and spelling skills to this process contributes to effective interaction and inclusive learning

Improving the learning conditions of primary students, the learning environment for primary school students must be improved to enable them to adapt and prepare well for the transition to middle school smoothly and successfully

Developing and diversifying teaching methods, because by diversifying educational methods and supporting students' personal guidance, the effectiveness of the learning process will be enhanced and positive interaction with the individual diversity of students will be ensured.

Improve the evaluation model By linking it to the living reality, the evaluation model can be enhanced by linking it to the daily life and environment in which students live, which promotes the application of practical and effective remediation.

Promote long-term evaluation and add additional remedial lessons, as long-term evaluation should be done to achieve sustainable outcomes, as well as the introduction of additional remedial classes to address specific educational deficiencies such as reading and spelling.

Boosting students' self-confidence, Students' self-confidence should be enhanced by providing detailed and immediate feedback to parents about their progress and areas of improvement, with a focus on fostering collaboration between learners and evaluation and treatment professionals.

Providing continuous training on evaluation tools, continuous training should be provided to teachers and students on the use of modern and effective assessment tools to avoid facing any problems in the future.

Holding seminars dedicated to the topic of evaluation, intellectual exchange and continuous learning can be promoted through dedicated seminars on evaluation topics and effective practices

Focus on programs and activities that contribute effectively, reduce educational programs and focus on materials and activities that enhance students' level of learning, such as reading and written expression

Reducing evaluation criteria, responding to students' needs is improved by reducing as evaluation criteria and categorizing them into categories that need special classroom support

Introducing electronic games in the classroom given students' current interaction with technology, which can be introduced to enhance the benefit of learning in innovative and interesting ways.

The need for a coherent mechanism to evaluate and monitor the educational system in order to raise the efficiency and quality of the educational system, requires the establishment of an integrated and coherent mechanism to evaluate and monitor educational processes. This ensures that the desired level is reached and the high quality standards adopted from the new educational philosophy are achieved.

3.2.2.1. Middle School Teacher's Interview Results

a). The goal of evaluating gains and the time allocated for it:

The evaluation model was designed for the purpose of identifying areas of improvement of learners, as well as knowing the structural development ladder for their levels during this process, as it targets all aspects of competence within a period of two weeks exactly (10 hours).

b). The extent to which the final evaluation model for primary education is compatible with the content and skills required in the first year of intermediate (Arabic language):

The evaluation process in the first year of middle school depends on information based on proficiency assessment in the elementary, which must be correct and reliable in order to rely on it in choosing the appropriate remediation intervention by teachers. This basic point was

not available in the results of the learners' classification in the opinion of the Arabic language professor, which she considered random. In addition, she mentioned how difficult it is to implement the evaluation model in a very short period of 15 days to identify and address the gaps that require a continuous treatment process throughout the year.

The extent to which this model helps in reflecting real competencies and meeting the learner's needs:

In order for this model to reflect the true competencies of learners and address their needs, the basic rule must be based on real information, and this is not the case, as the random classification led to mixing students who need treatment with proficient students. Also, this model did not help in terms of the large amount of standards that must be applied and processed in a short period.

c). Challenges during applying the rubrics in the first year of intermediate school:

The large number of learners (overcrowding, 44 learners in one class), the many required standards, and the limited time, are all factors that led to difficulties and challenges in applying the evaluation model, despite the professors' attempts to diversify the methods and make them less boring for the learners.

d). Examples of the success or failure of this evaluation within the scope of the curriculum:

The most important aspect that this model succeeded in developing and strengthening is the spirit of cooperation among learners through working in groups, which led to benefiting from each other, but it failed in the competencies that require a long time to be processed (spoken competency, comprehensive competency).

e). Suggestions submitted by the professor to improve this model:

Credibility in classifying and providing information about students

The focus in the Arabic language subject is on the following competencies: the competency of correct pronunciation, the competency of proper understanding, and the competency of correct writing

3.2.2.2. The Inspector's Interview Results

We were able to obtain the following most important points through this interview in Arabic language then we translate it into English language after that we divided it thematically into sub-themes:

1. *Definition of the concept Competency Assessment*

In order to know the extent to which learners possess the acquisitions and to identify their needs and shortcomings, the objectives of competency assessment were directed more in-depth than before, so that they became based on knowledge, skills, and behaviors. That is, in the past, it was based on superficial goals, but now it stipulates how the learner can use his knowledge skillfully

2. Focus of competency assessment

It is true that memorization has a percentage that helps the learner apply his knowledge, but its percentage has been reduced, as before it had a very large percentage, reaching 90%, and application, the lower percentage now in assessing proficiency has become the opposite, and therefore the learner relies on his understanding and then tries to hone his skills in Finding solutions by applying them in his real life to solve his problems

3. *The real goal of assessing competence*

The goal of this assessment is to provide the basic basis for important information about the learner to first-year middle school teachers for the purpose of facilitating the diagnostic evaluation process and classifying them based on documented results. Accordingly, they determine an initial treatment for what the learners need, represented by flexible integration situations. Secondly, after everyone has come to believe that the point is Do not

evaluate the learner, although this is incorrect. Do a competency assessment to get rid of this wrong idea, which helps to know the true competency of the learners.

4. *The alignment between the assessment of achievements in the primary school and the program in the middle school*

The learner advances and develops in his knowledge as he moves from one stage to another, as the new information complements what came before it.Therefore, competency assessment is considered the basic foundation upon which the evaluation in the first intermediate year is built

5. *Reasons for the suffering of intermediate school teachers in applying this Evaluation*

This evaluation was implemented recently, meaning that there was not a good reconciliation between the two phases, which led to the difficulty of application for middle school teachers who did not receive adequate training, unlike primary school teachers, in addition to the narrow course size that did not help them complete the application of all the standards of this model.

6. *The emergence of some shortcomings and expectations for the success of this evaluation*

Despite the shortcomings in assessing and evaluating proficiency, there are still studies and attempts to fix all the gaps, develop this process and enable the learner to reach the highest level, and this is also what the primary inspector sees, who in turn is very optimistic about the success of this model.

Private notebooks for each learner:

They are called grids. They contain a final competency, under which are rubrics, and under these rubrics are indicators. Each rubric shows us the learner's level of ownership, so supports and demands are set through which the learner's gains that appear from his

answers are determined. They are choices that focus on application and employing his knowledge. The precedent is an integration situation

The results obtained are poured into notebooks that are grids, and this pouring is shared between the provinces

3.3. Discussion

As reminder this study is carried out with the aim of determining the attitudes of middle-school first-year teachers towards the efficiency of the newly adopted primary-school evaluation rubric, also to identify perceived strengths and weaknesses of the evaluation rubric addressing learners' learning deficiencies. In addition to suggest improvements to the evaluation rubric based on teachers' feedback. The results allow us to identify each of these important elements.

Based on the questionnaire answers, first-year intermediate teachers perceive the latest primary-school evaluation rubric as an effective and detailed tool in precisely identifying learners' areas of improvement and their weaknesses; this is what proves the first hypothesis

Secondly, providing an appropriate environment with diversifying teaching and evaluation strategies in order to motivate and activate learners, such as doing easy, fun and more motivating situations. By mentioning this proposal, teachers can make efforts such as conducting interviews or questionnaires with students in cooperation with their fellow professors in order to determine the most appropriate methods. As well as the interests of the students and their strengths, which in turn help in making the process easier and in this way the student is involved in the evaluation and teaching process. It is also recommended to focus on basic skills in primary school so that middle school teachers can continue to develop the level of learners in other aspects.

In terms of remediation, it cannot be denied that this evaluation is largely based on knowing the learners' needs and finding initial solutions. However, the short time and the large number of demands, along with the large number of students who differ from one person to another, make it difficult to carry out the evaluation process.

This requires teachers to adapt and use their own methods and knowledge of their learners in order to support this model

It seems that the majority of teachers have positive perceptions toward the evaluation grid, as well as the inspector of primary education strongly agrees with the implementing of the competency assessment in the elementary. The answers of the questionnaire indicate that the experience of teachers in teaching plays a crucial role in their positive response to the evaluation model. They agree with the alignment and utility of diagnostic assessment and rubric with the curriculum covered in the first intermediate also they believe that the rubric is effective and clear, however some of them faced lot of challenges in the implementation, most of them are because of the lack of training .Moreover its complexity cause an obstacle in the implementing process due to the time constraints (15 days; 10 hours) as we see in the teacher's interview that there are some shortcomings need remediation over the year , furthermore the huge number of the learners (44 in one classroom) with small class size which cause the problem of overcrowding.

Moving to the competency assessment in the elementary which is the base for the evaluation grid in the 1st year middle school, We find some crucial points in the inspector's interview, first of all, he shed the light on the dimensions of the competency that consist: skill, behavior and cognitive which means that this assessment doesn't focus on the memorization as it used to be, contradictory it aims to enhance the learners' capacities from different angles. According to the insight of the inspector, the grouping of the learners is not random; it is base on the results of the exams that enables the learners to apply what they have learned before in solving real life problems. . After that the results obtained are poured into notebooks (grids) which help the 1st year teachers in the middle school to accomplishing the evaluation rubric by providing them personal profile to each learner which contain their strengths and weaknesses

Accordingly, the teachers carry out initial remediation for the learners using the criterions that contain demands which targets the shortcomings, from here the process of remediation and finding appropriate solutions begins. Therefore, the hypotheses have been proved through the questionnaires' answers however, it is worth noting that this quantitative

data was not widely relied upon due to some obstacles, but the qualitative interviews were very helpful in our research

Conclusion

This chapter shed light on the views of first-year middle school teachers on the adoption of the latest primary school assessment network to enhance the treatment of educational gaps and shortcomings and facilitate treatment processes. This chapter, provided a In conclusion, this research aims to shed light on the views of first-year middle school teachers on the adoption of the latest primary school assessment network to enhance the treatment of educational gaps and shortcomings and facilitate treatment processes. This chapter, provided a comprehensive exploration of research methods and procedures, as well as sample analysis, characteristics, and tools used in the study. Ethical considerations and limitations were also carefully considered.

Furthermore, the chapter concluded with a comprehensive answer to the research questions and the formulation of actionable recommendations based on the results of the study. This chapter also delt with a comprehensive exploration of research methods and procedures, as well as sample analysis, characteristics, and tools used in the study. Ethical considerations and limitations were also carefully considered. Furthermore, the chapter concluded with a comprehensive answer to the research questions and the formulation of actionable recommendations based on the results of the study.

General Conclusion

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The adoption of the primary and middle school evaluation grid plays a significant role in developing the education system, by addressing learners' weaknesses and enhancing the evaluation tools. This study aims to explore the middle school first-year teachers' attitude toward this grid's implementation and its effectiveness in identifying learners' improvement areas. the grid is considered as a crucial tool in providing a clear image for teachers about learners' weaknesses, moreover it facilitate the remediation process that's why we focus on the impact of this grid on the teachers' attitudes in order to improve its application. Beginning with theoretical exploration of the evaluation concepts, followed by an overview of evaluation and assessment in the Algerian context. Finally it deals with the practical analysis of the research in which we gathered participants' different insights some of them have positive attitudes toward this model and the others verse versa, however all of them faced several challenges and difficulties in applying this model. This research aims to contribute in enhancing evaluation and assessment tools and practices in the Algerian educational context. Considering the great importance of educational evaluation in any curriculum and in light of the results of the current study, it is possible to come up with some scientific and practical solutions and proposals through the following points:

• Holding coordination courses between teachers of primary and intermediate education, because they contribute to the exchange of ideas between them, and holding them continuously and permanently under the supervision of inspectors

• Organizing training courses for professors to train them on the procedural and applied aspects of the evaluation process, with the aim of improving their view towards it, as well as modifying their negative view considering that the percentage of neutrality and disagreement was present, even if by a small percentage.

• Providing professors and educational supervisors with the latest findings of research and studies related to educational evaluation, to see what they have reached in order to deepen their knowledge, which will reflect positively on the educational system

• Conducting awareness campaigns for parents to understand everything related to this exam, as well as inviting the heads of parents' associations to attend seminars with inspectors in order to connect parents with teachers and inspectors.

Finally, we hope that the educational system will take the proposals into account in order to provide the appropriate atmosphere for the conduct of the educational learning process. In our study we dealt with the insights of the inspectors and the middle school teachers' attitude toward this rubric but, we suggest for further research the other researchers would focus on, involving the primary school teachers in their research, this would help to have the whole image

We are aware of developments in the subject of our research and aware of the latest changes that have come as a result of improvement and development, which are represented in:

• Change the duration of the exam from 30 days to 03 days

• Reducing the exam subjects to 5 subjects + Amazigh for those concerned: Arabic and French (each divided into two parts: written understanding + written production), mathematics, Islamic education, history.

• The Competency assessment of this year will be for diagnosis only (diagnosis of difficulties), while next year the process of analyzing the results for two dimensions, for the average it will be a treatment and for the primary it will be prevention, which consists in protecting the school from the difficulties they faced last year and not falling into them).

• For subjects that contain two parts, such as the Arabic language, each of the written production will have a subject for unity and understanding of the spoken alone, each exam will be in a period of 45 minutes and separated by a break of 15 minutes, and the study will proceed normally.

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Appendix A: Teachers' Questionnaire, English version

Questionnaire: Algerian First-Year Middle-School Teachers' Perceptions on Primary Education Evaluation Competency-Based Rubric

Dear Teachers

This questionnaire aims to understand Algerian first-year middle school teachers' perceptions and attitudes towards the rubric used for summative competency-based evaluation in primary education. Your honest feedback is crucial to this study. Confidentiality of the collected data is highly guaranteed. You can withdraw from this study at any time.

Section One: Respondent's Information and Professional Experience

- **Age:**
- Under 30
- 31-40
- Over 40

- **Gender:**
- Male
- Female

- **Years of Teaching Experience:**
- Less than 5 years
- 5-10 years
- More than 10 years

- **Years of Experience Teaching First Year of Middle School:**
- Less than 5 years
- 5-10 years
- More than 10 years

- **Subjects you teach:** (*Please list all subjects you teach in first year middle school*)

  ...……………………………………………………………………

- **Previous Experience with Competency-Based Assessment:** (*Choose all that apply*)
- I have received training on competency-based assessment.
- I have used competency-based rubrics in my teaching before.

- I have no prior experience with competency-based assessment.

Section Two: Respondent's Perceptions and Attitudes towards the Rubric (Likert Scale)

- *Please read each statement carefully and select the option that best reflects your level of agreement.*

1 - Strongly Disagree   2 – Disagree   3 – Neutral   4 – Agree   5 - Strongly Agree

	S. D. (1)	D. (2)	N (3)	A. (4)	S. A. (5)
The diagnostic assessment aligns with first-year middle school curriculum requirements					
The diagnostic assessment is helpful to plan first-year learning					
The time allocated for the diagnostic assessment is sufficient					
The primary education evaluation rubric is clear and easy to understand					
The rubric is a valuable tool for my diagnostic assessment practices.					
The rubric effectively covers the key competencies middle school first-year learners need.					
The rubric helps me identify specific areas my learners need to improve					
The rubric provides sufficient information for individual learner remediation.					
The rubric is relevant to content and skills required in the first year of middle school.					
The rubric is practical and feasible to implement for assessing learner learning					
The rubric adequately addresses the diverse needs of all learners					
I found it challenging to apply the rubric due to its complexity					
There are sufficient resources available to implement the rubric effectively.					
The rubric aligns well with the first year curriculum and learning objectives.					
I had enough training to use the rubric effectively.					
The rubric provides meaningful feedback to learners.					
Adapting the rubric for use in my specific subject area is straightforward					
The rubric supports the integration of cross-curricular					

competencies					
The rubric encourages learner self-assessment and reflection.					
I feel confident explaining the rubric's outcomes to parents and guardians.					
Implementing the rubric requires additional resources that are not readily available					

Section Three: Rubric Implementation Challenges and Suggested Improvement

- How helpful do you find the current rubric in understanding your learners' strengths and weaknesses upon entering first year middle school? Please elaborate on your answer.

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- Are there any aspects of the rubric you find unclear, unhelpful, or missing information? If so, please explain.

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- Drawing on your experience, what are the most effective ways to diagnose learner learning needs beyond relying solely on the primary education rubric?

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- How could the current rubric be improved to better support your diagnostic assessment and remediation practices for first-year middle school learners?

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Thank you for your participation!

Appenix B: Teachers' Questionnaire, Arabic version

استبيان تصورات معلمي السنة الأولى بالمدارس المتوسطة الجزائريين حول موضوع تقييم التعليم الابتدائي على أساس الكفاءة

عزيزي المعلم

يهدف هذا الاستبيان إلى فهم تصورات معلمي المدارس المتوسطة الجزائريين في السنة الأولى ومواقفهم تجاه المعيار المستخدم في التقويم الختامي المبني على الكفاءة في التعليم الابتدائي. ملاحظاتك الصادقة أمر بالغ الأهمية لهذه الدراسة. سرية البيانات التي تم جمعها مضمونة للغاية. يمكنك الانسحاب من هذه الدراسة في أي وقت.

القسم الأول: معلومات المجيب والخبرة المهنية

- **عمر:**
  ○ أقل من 30
  ○ 31_40
  ○ أكثر من 40

- **جنس:**
  ○ ذكر
  ○ أنثى

- **سنوات الخبرة في التدريس:**
  ○ أقل من 5 سنوات
  ○ 5-10 سنوات
  ○ أكثر من 10 سنوات

- **سنوات الخبرة في تدريس السنة الأولى من المدرسة المتوسطة:**
  ○ أقل من 5 سنوات
  ○ 5-10 سنوات
  ○ أكثر من 10 سنوات

- **المواد التي تقوم بتدريسه**

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- **الخبرة السابقة في التقويم المبني على الكفاءة   : (**
  ○ لقد تلقيت تدريبًا على التقويم المبني على الكفاءة.
  ○ لقد استخدمت معايير التقويم القائمة على الكفاءة في تدريسي من قبل.
  ○ ليس لدي أي خبرة سابقة في التقويم المبني على الكفاءة.

القسم الثاني: تصورات المجيبين ومواقفهم تجاه الموضوع (مقياس لايكرت).

1- أوافق بشدة -5 أوافق -4 محايد -3 لا أوافق -2 لا أوافق بشدة

	أوافق بشدة	أوافق	محايد	لا أوافق	لا أوافق بشدة
يتوافق التقويم التشخيصي مع متطلبات مناهج المرحلة المتوسطة في السنة الأولى					
التقويم التشخيصي مفيد للتخطيط للتعلم في السنة الأولى					
الوقت المخصص للتقويم التشخيصي كافٍ					
إن نموذج التقويم التعليم الابتدائي واضح وسهل الفهم					
يعد نموذج التقويم أداة قيمة لممارسات التقييم التشخيصي الخاصة بي.					
يغطي نموذج التقويم بشكل فعال الكفاءات الأساسية التي يحتاجها المتعلمون في السنة الأولى في المدرسة المتوسطة.					
يساعدني نموذج التقويم في تحديد المجالات المحددة التي يحتاج المتعلمون إلى تحسينها					
يوفر نموذج التقويم معلومات كافية لعلاج المتعلم الفردي.					
يرتبط نموذج التقويم بالمحتوى والمهارات المطلوبة في السنة الأولى من المدرسة الإعدادية.					
يعد نموذج التقويم عمليًا وقابلاً للتنفيذ لتقييم تعلم المتعلم					
يتناول نموذج التقويم بشكل مناسب الاحتياجات المتنوعة لجميع المتعلمين					
لقد وجدت صعوبة في تطبيق عنوان التقويم بسبب تعقيده					
هناك موارد كافية متاحة لتنفيذ هذا العنوان بفعالية.					
يتوافق نموذج التقويم بشكل جيد مع منهج السنة الأولى وأهداف التعلم.					
لقد تلقيت ما يكفي من التدريب لاستخدام نموذج التقويم بفعالية.					
يوفر نموذج التقويم تعليقات مفيدة للمتعلمين.					
يعد تكييف نموذج التقويم لاستخدامه في مجال موضوعي المحدد أمرًا واضحًا ومباشرًا					

					يدعم نموذج التقويم تكامل الكفاءات المشتركة بين المناهج الدراسية
					يشجع نموذج التقويم المتعلم على التقييم الذاتي والتفكير.
					أشعر بالثقة في شرح نتائج نموذج التقويم للآباء والأوصياء.
					يتطلب تنفيذ نموذج التقويم موارد إضافية غير متاحة بسهولة

القسم الثالث: تحديات التنفيذ والتحسينات المقترحة

- ما مدى فائدة نموذج التقويم الحالي في فهم نقاط القوة والضعف لدى المتعلمين عند دخولهم السنة الأولى من المدرسة الإعدادية؟ يرجى توضيح إجابتك.

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هل هناك اي جوانب من نموذج التقويم وجدت فيها معلومات غير واضحة او غير مفيدة او مفقودة؟ اذا كان الامر كذلك، يرجى توضيح ذلك

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- بناءً على خبرتك ، ما هي الطرق الأكثر فعالية لتشخيص احتياجات تعلم المتعلم بخلاف الاعتماد فقط على معايير تقييم التعليم الابتدائي؟

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- كيف يمكن تحسين نموذج التقييم الحالي لدعم تقييمك التشخيصي وممارسات العلاج بشكل أفضل لمتعلمي السنة الأولى في المدرسة الإعدادية ؟

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أشكركم على مشاركتكم

Appendix C: The 1ˢᵗ middle school Arabic Teacher's interview, English version

Interview

Being another data collection instrument, This interview aims to gather detailed insights into the teacher's attitudes towards the evaluative transition of assessment tools from primary to middle school, focusing on objectivity, relevance, alignment with curriculum goals and competencies, implementation feasibility, and content coverage comprehensiveness

Q1 How long have you been teaching (name the subject) to first year learner?

Q2 How much time is devoted to diagnostic assessment at the beginning of the school year?

Now let's talk about first-year learners and their primary-school summative assessment rubric

Q3 Can you describe how well the primary education summative assessment rubric aligns with the content and skills required in the first year of middle school (particularly in the subject you teach)?

Q4. To what extent do you believe that this rubric reflects learners' real competencies?

Q5 In your opinion, can this rubric adequately help you meet your first year learners' learning (particularly in the subject you teach)? Why or why not?

Q6 Are there any other challenges you foresee in applying this rubric to assess various subjects (including yours) in the first year of middle school?

7. Do you believe the rubric comprehensively covers all necessary content and skills for first-year middle school learners? Why or why not?

8. Could you provide examples of areas where the rubric succeeds or fails in addressing the breadth of the curriculum (focus on the subject you teach?

9. What would you suggest to improve diagnostic assessment in the first year of the middle school in general, and the current assessment rubric in particular?

Appendix D: The 1ˢᵗ middle school Arabic Teacher's interview, Arabic version

تعد المقابلة أداة أخرى لجمع البيانات، وتهدف هذه المقابلة إلى جمع رؤى تفصيلية حول مواقف المعلم تجاه الانتقال التقويمي لأدوات التقييم من المدرسة الابتدائية إلى المدرسة المتوسطة، مع التركيز على الموضوعية، والملائمة، والمواءمة مع أهداف المنهج والكفاءات، وجدوى التنفيذ، وتغطية المحتوى. الشمولية.

س1 منذ متى وأنت تقوم بتدريس مادة اللغة العربية لمتعلم السنة الأولى؟

س2 ما هو الوقت المخصص للتقويم التشخيصي في بداية العام الدراسي؟

الأن دعونا نتحدث عن عن متعلمي السنة الأولى و نموذج التقويم التجميعي الخاص بهم في المدرسة الابتدائية

س3: هل يمكنك وصف مدى توافق نموذج التقييم الختامي للتعليم الابتدائي مع المحتوى و المهارات المطلوبة في السنة الأ ولى من المدرسة الإعدادية (خاصة في مادة اللغة العربية) ؟

س 4. إلى أي مدى تعتقد أن هذا المعيار يعكس الكفاءات الحقيقية للمتعلمي

س5 في رأيك، هل يمكن أن يساعدك نموذج التقويم هذا بشكل كافٍ في تلبية تعلم المتعلمين في السنة الأولى (خاصة في المادة التي تقوم بتدريسها)؟ لما و لما لا؟

س6 هل هناك أي تحديات أخرى تتوقعها عند تطبيق هذا المعيار لتقويم المواد المختلفة (بما في ذلك موادك) في السنة الأولى من المدرسة الإعدادية؟

7-هل تعتقد أن نموذج التقويم يغطي بشكل شامل كافة المحتويات والمهارات الضرورية لمتعلمي السنة الأولى من المرحلة المتوسطة لما و لما لا؟

8. هل يمكنك تقديم أمثلة على المجالات التي نجح فيها نموذج التقويم أو فشل في تناول نطاق المنهج الدراسي (التركيز على الموضوع الذي تقوم بتدريسه

9. ما الذي تقترحه لتحسين التقويم التشخيصي في السنة الأولى من المرحلة الإعدادية بشكل عام،ومنه التقويم الحالي بشكل خاص؟

شكرا جزيلا على إجاباتك

Appendix E: Inspector's interview, Arabic version

س.1 هل يمكنك ان تشرح لي كيف يكون تقييم الكفاءة؟

س.2 هل يركز تقييم الكفاءات على الحفظ أم على المهارات والتفكير النقدي؟

س.3 ما هو الهدف الحقيقي من هذا التقييم؟

س-4 لكن هناك من يقول ان الهدف هو القضاء على هاجس النقطة من طرف التلميذ و الأولياء. ما رأيك في ذلك؟

س.4 هل هناك ترابط بين تقييم المكتسبات في الابتدائي و البرنامج في المتوسط؟

س.5 على ماذا ترتكز المطالب التي على اساسها يقيم التلميذ؟

س.6 في رأيك لماذا يعاني بعض اساتذة المتوسط في تطبيق هذا التقويم؟

س.7 هل هي منطقية ان يكون لكل تلميذ بطاقة خاصة به :

س.8 بعض المهارات يجب ان يكتسبها التلميذ في الابتدائي و ليس المتوسط ما رأيك في هذا القول؟

س.9 ماهي توقعاتك لنسبة نجاح التقييم؟

شكرا جزيلا لإجاباتك القيمة

Appendix F: Inspector's interview, English version

Q1. Can you explain to me how the competency assessment is?

Q2. Does the competency assessment focus on memorization or on skills and critical thinking?

Q3. What is the real purpose of this evaluation?

Q - But there are those who say that the goal is to eliminate the obsession with the point on the part of students and guardians. What do you think that?

Q4. Is there a correlation between the assessment of achievements in the primary school and the program in the middle school?

Q5. What are the requirements based on which the student is evaluated?

Q6. In your opinion, why do some middle school teachers struggle to apply this calendar?

Q7. Is it logical for each student to have his own notebook:.

Q8. Some skills should be acquired by a student in primary school, not middle school. What do you think of this statement?

Q9. What are your expectations for the success rate of the evaluation?

Thank you so much for your valuable answers

AppendixG: Arabic model about competency assessment and its correction rubrics

الجمهورية الجزائرية الديمقراطية الشعبية

وزارة التربية الوطنية

أنموذج اختبار في اللغة العربية

مع المجاهدة الصغيرة

1. فِي بِدَايَةِ الثَّوْرَةِ، لَمْ يَكُنْ عُمْرِي يَتَجَاوَزُ اِثْنَتَيْ عَشَرَةَ سَنَةٍ. وَ مَعَ ذَلِكَ فَقَدْ كُنْتُ أَعِيشُ أَحْدَاثَهَا بِكُلِّ جَوَارِحِي، وَ كَانَتِ اِنْتِصَارَاتُ المُجَاهِدِينَ تَهُزُّنِي طَرَبًا، وَ تُثِيرُ فِي نَفْسِي مَوْجَةً عَارِمَةً مِنَ الْفَخْرِ وَ الإِعْتِزَازِ. وَ لَكَمْ حَاوَلْتُ أَنْ أَتَّصِلَ بِأُولَئِكَ أَلْأَبْطَالِ الْمُجَاهِدِينَ لِأَنْضَمَّ إِلَى صُفُوفِهِمْ، وَ أَحَقِّقَ حُلْمًا يُلَازِمُنِي فِي الْيَقَظَةِ وَ الْمَنَامِ، وَ لَكِنْ كَيْفَ أَتَّصِلُ بِهِمْ؟وَ مَنْ يَدُلُّنِي عَلَى مَكَانِهِمْ؟ .

2. لَقَدْ كَانَ الْعَمَلُ الثَّوْرِيُّ يَتِمُّ فِي سِرِّيَّةٍ وَ كِتْمَانٍ خِشْيَةَ أَنْ تَتَسَرَّبَ الْأَخْبَارُ إِلَى الْعَدُوِّ، فَيَكْتَشِفَ الثُّوَّارَ وَ خُطَطَهُمْ، وَ يُنَكَّلَ بِأُسَرِهِمْ وَ أَقَارِبِهِمْ شَرَّ تَنْكِيلٍ. وَ فِي سَنَةِ 1956 جَاءَتِ الْفُرْصَةُ الَّتِي طَالَمَا اِنْتَظَرْتُهَا، وَ كَانَتْ مُعَلِّمَتِي هِيَ شُعَاعُ أْلأَمَلِ الَّذِي بَدَّدَ الْغُيُومَ، وَ أَنَارَ لِي دَرْبَ الْكِفَاحِ، فَقَدِ اِنْفَرَدَتْ بِي يَوْمًا، وَ قَالَتْ لِي بِصَوْتٍ هَامِسٍ : إِنَّ الْمُجَاهِدِينَ فِي حَاجَةٍ إِلَى مُتَطَوِّعَاتٍ، فَاتَّصِلِي بِمَنْ تَثِقِينَ فِيهِنَّ، وَ اِعْرِضِي عَلَيْهِنَّ الْفِكْرَةَ فِي سِرِّيَّةٍ تَامَّةٍ، فَكِدْتُ أَطِيرُ فَرَحًا، وَ صَمَّمْتُ عَلَى أَنْ أَكُونَ أُولَى الْمُتَطَوِّعَاتِ.

3. وَ اِتَّصَلْتُ فِي الْحَالِ بِبَعْضِ الصَّدِيقَاتِ وَ الْجَارَاتِ، وَ حِينَ عَرَضْتُ عَلَى إِحْدَاهِنَّ فِكْرَةَ أْلِانْضِمَامِ إِلَى صُفُوفِ الْمُجَاهِدِينَ، فُوجِئْتُ بِالدُّمُوعِ تَتَرَقْرَقُ فِي عَيْنَيْهَا، وَ لَمْ أَدْرِ مَاذَا أَفْعَلَ، وَ عَرَفْتُ فِيمَا بَعْدُ أَنَّ سَبَبَ بُكَائِهَا هُوَ حَيْرَتُهَا الشَّدِيدَة بَيْنَ أَدَاءِ وَاجِبِهَا الْوَطَنِيِّ الْمُقَدَّسِ، وَ أَدَاءِ وَاجِبِهَا الْعَائِلِيِّ نَحْوَ أُمِّهَا الْمَرِيضَةِ، وَ لَقَدْ تَغَلَّبَ الْوَاجِبُ الْوَطَنِيُّ أَخِيرًا، وَ تَطَوَّعَتْ تِلْكَ الْجَارَةُ، فَكَانَتْ مِن بَيْنِ الْفَتَيَاتِ السِّتّ اللَّوَاتِي أَبْدَيْنَ لِلْجِهَادِ حَمَاسًا مُنْقَطِعَ النَّظِيرِ.

من كتاب القراءة، السنة السادسة أساسي.

شرح الألفاظ:

كل جوارحي: كل أعضاء جسمي.

ينكّل: يعاقب عقابا شديدا.

بدد الغيوم: فرقها و شتتها.

منقطع النظير: ليس له مثيل.

المطلب 01: ضع علامة أمام الجواب الصحيح:

ما الفكرة العامة التي يتناولها النص؟

- الجرائم البشعة التي قام بها المستعمر. ☐ - حب الوطن و التضحية من أجله بالنفس و النفيس. ☐
- شجاعة البنت الصغيرة و قصة كفاحها. ☐ - السعي لتطوير الوطن. ☐
- إجابة أخرى: ....

المطلب 02: ضع علامة أمام الجواب الصحيح:

لم كان العمل الثوري يتم في سرية و كتمان؟

- خوفا أن يلقي العدو القبض على المجاهدين. ☐ - خوفا من المجاهدين على أرواحهم. ☐
- خشية من تسرب الأخبار إلى العدو. ☐ - حتى يستمر الكفاح لأطول مدة ممكنة. ☐
- إجابة أخرى: ....

لم بكت الجارة ؟

- لأنها تخاف من أن ينكّل العدو بأسرتها. ☐ - لأنها مستعدة للتضحية في سبيل الوطن. ☐
- لأنها احتارت بين واجبها العائلي و واجبها الوطني. ☐ - لأنها كانت مريضة. ☐
- إجابة أخرى: ....

المطلب 03: حدد المعلومات التالية:

- كم كان عمر البنت في بداية الثورة؟ ....
- في أي سنة سنحت لها الفرصة للانضمام لصفوف المجاهدين؟ ....
- أين كانت تعيش هذه البنت؟ ....
- بمن اتصلت لتعرض فكرة التطوع؟ ....

المطلب 04: كانت البنت تحلم بالانضمام لصفوف المجاهدين لأنها:

- كانت تفتخر بانتصاراتها. ☐ - تحب وطنها و تعتز به. ☐
- كانت مستعدة للتضحية في سبيل الوطن. ☐ - أرسلت من طرف العدو للتجسس على الثوار و كشف خططهم. ☐
- إجابة أخرى: ....

المطلب 05: اختر مقطعا تراه يلخص النص ثم برر اختيارك:

المقطع: ....

التبرير: ....

المطلب 06: تطوعت الفتيات للجهاد و أبدين حماسا منقطع النظير.

1- ما رأيك في المبادرة التي قامت بها الفتيات المتطوعات؟
2- علام يدل ذلك؟

....

....

....

نموذج تصحيح النص الأول من الموضوع و سلم التقديرات:

د	ج	ب	أ	عناصر الإجابة	
				المعيار 1: تحديد الفكرة العامة المعالجة في النص. عناصر الإجابة: انظر المقترحات أدناه.	الجواب 1
			×	شجاعة البنت الصغيرة و قصة كفاحها .	التقديرات
		×		حب الوطن و التضحية من أجله بالنفس و النفيس.	
	×			الجرائم البشعة التي قام بها المستعمر.	
×				السعي لتطوير الوطن.	
				المعيار 2: تحديد معلومات صريحة في النص. عناصر الإجابة: انظر المقترحات أدناه.	الجواب 2
			×	خشية من تسرب الأخبار إلى العدو.	الجزء 1 التقديرات
		×		خوفا أن يلقي العدو القبض على المجاهدين.	
	×			خوفا من المجاهدين على أرواحهم.	
×				حتى يستمر الكفاح لأطول مدة ممكنة.	
			×	لأنها احتارت بين واجبها العائلي و واجبها الوطني .	الجزء 2 التقديرات
		×		لأنها مستعدة للتضحية في سبيل الوطن.	
	×			لأنها تخاف من أن ينكّل العدو بأسرتها.	
×				لأنها كانت مريضة.	
				المعيار 3: تفسير ظاهرة أو تبيانها من النص. **عناصر الإجابة: كان عمر البنت في بداية الثورة 12 سنة. / سنحت لها الفرصة للانضمام لصفوف المجاهدين سنة 1956. / كانت هذه البنت تعيش في الريف. / اتصلت ببعض الصديقات و الجارات لتعرض فكرة التطوع.**	الجواب 3
			×	أربع إجابات صحيحة	التقديرات
		×		ثلاث إجابات صحيحة	
	×			إجابتان صحيحتان	
×				إجابة واحدة صحيحة أو كل الإجابات خاطئة	
				المعيار 4: استخلاص فكرة ضمنية من النص. كانت البنت تحلم بالانتصارات لأنها: عناصر الإجابة: انظر المقترحات أدناه.	الجواب 4
			×	كانت مستعدة للتضحية في سبيل الوطن.	التقديرات
		×		تحب وطنها و تعتز به.	
	×			كانت تفتخر بانتصاراتهم.	
×				أرسلت من طرف العدو للتجسس على الثوار و كشف خططهم.	
				المعيار 5: اختيار المقطع الملخص للنص و تبريره. عناصر الإجابة: المقطع: و لقد تغلب الواجب الوطني أخيرا. التبرير: لأن حب الوطن و التضحية في سبيله من واجب كل مواطن نزيه.	الجواب 5
			×	الاختيار، التبرير، صحة الاختيار ،صحة التبرير	التقديرات
		×		الاختيار، التبرير، صحة الاختيار فقط	

	×	الاختيار، صحة الاختيار	
		الاختيار، التبرير، كلاهما خطأ	
×		الاختيار	
		التعبير عن رأي أو عرض وجهة نظر. عناصر الإجابة: التحديد: إنه موقف شجاع و عظيم اتُخذ من طرف المرأة في سبيل الوطن. التبرير: يدل ذلك شجاعة الفتيات و تحليهن بالروح الوطنية العالية.	الجواب 6
	×	التحديد، التبرير، صحة التحديد، صحة التبرير	التقديرات
×		التحديد، التبرير، صحة التحديد فقط	
×		التحديد، صحة التحديد	
		التحديد، التبرير، كلاهما خطأ	
×		التحديد	

الجزء الثاني – كفاءة فهم النظام اللغوي

زغردة على كل شهيد

1. كَانَ الشُّهَدَاءُ إِبَّانَ حَرْبِ التَّحْرِيرِ [يُدْفَنُونَ فِي نَفْسِ الْمَكَانِ الَّذِي اِسْتُشْهِدُوا فِيهِ، وَ هُمْ بِمَلَابِسِهِم الْمُخَضَّبَةُ بِدِمَائِهِم الزَّكِيَّةِ] . تَطْبِيقًا لِمَا تَنُصُّ عَلَيْهِ الشَّرِيعَةُ الْإِسْلَامِيَّةُ، وَ فِي كَثِيرٍ مِنَ الْأَحْيَانِ كَانَتْ تَشْيِعُهُمْ زَغَارِيدُ بَعْضِ النِّسَاءِ، اللَّاتِي نَذَرْنَ عَلَى أَنْفُسِهِنَّ الزَّغْرَدَةَ عَلَى كُلِّ شَهِيدٍ.

2. كانت إحدى هؤلاء النساء في محتشد أقامه الاستعمار الفرنسي، لعزل المواطنين عن جنود جيش التحرير، و ذات يوم فوجئت بالعساكر يجمعون سكان المحتشد، في وسط الساحة، حيث وضعت جثة شهيد مخضبة بالدماء، يحيط بها جماعة من العساكر المدججين بالسلاح.

3. وَقَفَتِ الْمَرْأَةُ مَعَ سُكَّانِ الْمُحْتَشَدِ تَنْظُرُ إِلَى الشَّهِيدِ بِإِكْبَارٍ وَ خُشُوعٍ، وَ بَيْنَمَا كَانَ الْحَاضِرُونَ يُرَدِّدُونَ الدَّعَوَاتِ، وَ يَتْلُونَ بَعْضَ الآيَاتِ، اِنْطَلَقَتْ تِلْكَ الْمَرْأَةُ خَارِجَةً مِنْ بَيْنِ الصُّفُوفَ، وَ تَقَدَّمَتْ نَحْوَ الشَّهِيدِ، وَ مَا إِنْ وَصَلَتْ إِلَيْهِ حَتَّى أَطْلَقَتْ زَغْرَدَةً طَوِيلَةً، [اِسْتَيْقَظَتْ بِهَا حَنَاجِرُ الْحَاضِرِينَ مِنْ سُكَّانِ الْمُحْتَشَدِ فَهَتَفَ الْجَمِيعُ اللهُ أَكبَرْ اللهُ أَكبَرْ تحيَا الجزائِر]

4. ....
....
....

من كتاب القراءة، السنة السادسة أساسي.

شرح الألفاظ:

إبان حرب التحرير: أثناء حرب التحرير.

نذرت على نفسها: أوجبت على نفسها.

المحتشد: مكان التجمع.

المطلب 01: استبدل أكبر عدد من الكلمات في الجملة بين عارضتين في الفقرة 1 مع الحفاظ على المعنى:

- [يُدْفَنُونَ فِي نَفْسِ الْمَكَانِ الَّذِي اِسْتُشْهِدُوا فِيهِ، وَ هُمْ بِمَلَابِسِهِم الْمُخَضَّبَةُ بِدِمَائِهِم الزَّكِيَّةِ] .

- ....

المطلب 02: أعد تركيب كل جملة مرتين مع الحفاظ على المعنى:

- وَ فِي كَثِيرٍ مِنَ الْأَحْيَانِ كَانَتْ تُشَيِّعُهُمْ زَغَارِيدُ بَعْضِ النِّسَاءِ.
- ....
- ....
- اِنْطَلَقَتْ تِلْكَ الْمَرْأَةُ خَارِجَةً مِنْ بَيْنِ الصُّفُوفِ.
- ....
- ....

المطلب 03: اضبط بالشكل التام الكلمات المسطر تحتها في الفقرة 2:

- كانت إحدى هؤلاء النساء في محتشد أقامه الاستعمار الفرنسي، لعزل المواطنين عن جنود جيش التحرير، و ذات يوم فوجئت بالعساكر يجمعون سكان المحتشد، في وسط الساحة، حيث وضعت جثة شهيد مخضبة بالدماء، يحيط بها جماعة من العساكر المدججين بالسلاح.

المطلب 04: اضبط ما بين حاضنتين في الفقرة 3 بعلامات الوقف المناسبة:

- [اِسْتَيْقَظَتْ بِهَا حَنَاجِرُ الْحَاضِرِينَ مِنْ سُكَّانِ الْمُحْتَشَدِ فَهَتَفَ الْجَمِيعُ اللهُ أَكْبَرُ اللهُ أَكْبَرُ تحيَا الجزائر].
- ....

المطلب 05: حول صيغة المفرد الغائب في الفقرة 3 إلى صيغتي المثنى و الجمع:

- اِنْطَلَقَتْ تِلْكَ الْمَرْأَةُ خَارِجَةً مِنْ بَيْنِ الصُّفُوفِ، وَ تَقَدَّمَتْ نَحْوَ الشَّهِيدِ، وَ مَا إِنْ وَصَلَتْ إِلَيْهِ حَتَّى أَطْلَقَتْ زَغْرَدَةً طَوِيلَةً.
- ....
- ....

المطلب 06: الإملاء (فقرة):

- عِنْدَئِذٍ خَشِيَ ضُبَّاطُ العدوِّ سوءَ العاقبةِ، فأمرُوا بإخلاءِ السَّاحةِ فورًا، فاندفعَ العساكرُ كالكلابِ المسعورةِ يشتِّتونَ المواطنينَ بوحشيّةٍ. و أمَّا تلكَ المرأةُ الشّجاعةُ فقد اِعْتُقِلَتْ في الحالِ، و بعدَ التحقيقِ معها تبيَّنَ أنَّها أرملةُ شهيدٍ، و أمٌّ لأربعةِ شهداءٍ.

نموذج تصحيح النص الثاني من الموضوع و سلم التقديرات:

د	ج	ب	أ	عناصر الإجابة	
				المعيار 1: الاستبدال في فقرة. عناصر الإجابة: 4 كلمات قابلة للاستبدال.	الجواب 1
			×	استبدال 4 كلمات.	التقديرات
		×		استبدال 3 كلمات.	
	×			استبدال كلمتين.	
×				استبدال كلمة واحدة.	
				المعيار 2: إعادة تركيب جمل. عناصر الإجابة: (للاستئناس). - و كانت تشيّعهم زغاريد بعض النساء في كثير من الأحيان.	الجواب 2

				النص
			-	و كانت في كثير من الأحيان تشيّعهم زغاريد بعض النساء.
			-	خارجة من بين الصفوف انطلقت تلك المرأة.
			-	انطلقت تلك المرأة من بين الصفوف خارجة.

التقديرات	النص				
التقديرات	تركيب أربع جمل صحيحة.	×			
	تركيب ثلاث جمل صحيحة.		×		
	تركيب جملتين صحيحتين.			×	
	تركيب جملة واحدة صحيحة أو كل الترتيبات خاطئة.				×

الجواب 3

المعيار 3: تشكيل فقرة أو تصحيحها.

عناصر الإجابة: كانت إحدى هؤُلاء النساء في محتشد أقامه الاستعمارُ الفرنسيُّ، لعزل المواطنينَ عن جنود جيش التحرير، و ذاتِ يوم فوجِئت بالعساكر يجمعون سكانَ المحتشدِ، في وسط الساحة، حيث وضعت جثّةُ شهيدٍ مخضبةٍ بالدماء، يحيط بها جماعة من العساكر المدججين بالسلاح.

التقديرات	النص				
التقديرات	ضبط 8 إلى 10 كلمات بالشكل الصحيح.	×			
	ضبط 6 أو 7 كلمات بالشكل الصحيح.		×		
	ضبط من 3 إلى 5 كلمات بالشكل الصحيح.			×	
	ضبط كلمة أو كلمتين بالشكل الصحيح.				×

الجواب 4

المعيار 4: استخلاص فكرة ضمنية من النص.

عناصر الإجابة:

استيقظت بها حناجر الحاضرين من سكان المحتشد ، فهتف الجميع : الله أكبر ، الله أكبر ، تحيا الجزائر.

التقديرات	النص				
التقديرات	وضع 4 أو 5 علامات وقف في الموضع المناسب.	×			
	وضع 3 علامات وقف في الموضع المناسب.		×		
	وضع علامتي وقف في الموضع المناسب.			×	
	وضع علامة وقف واحدة في الموضع المناسب.				×

الجواب 5

المعيار 5: التحويل الصرفي.

عناصر الإجابة:

انطلقت تلك المرأتان خارجتان من بين الصفوف، و تقدمتا نحو الشهيد، و ما إن وصلتا إليه حتى أطلقتا زغردة طويلة.

انطلقت تلك النساء خارجات من بين الصفوف، و تقدمن نحو الشهيد، و ما إن وصلن إليه حتى أطلقن زغردة طويلة.

التقديرات	النص				
التقديرات	استبدال 4 أو 5 كلمات.	×			
	استبدال 3 كلمات.		×		
	استبدال كلمتين.			×	
	استبدال كلمة واحدة أو لم يستبدل.				×

الجواب 6

المعيار 6: الرسم الإملائي:

عناصر الإجابة:

- عندئذٍ خَشِيَ ضُبّاطُ العدوّ سوءَ العاقبةِ، فأمرُوا بإخلاء السّاحة فورًا، فاندفعَ العساكرُ كالكلابِ المسعورةِ يشتّتونَ المواطنينَ بوحشيّةٍ. و أمّا تلكَ المرأةُ الشّجاعةُ فقد اعْتُقِلَتْ في الحالِ، و بعدَ التحقيق معها تبيّنَ أنّهَا أرملةُ شهيدٍ، و أمٌّ لأربعةِ شهداءٍ.

التقديرات	النص				
التقديرات	3 أخطاء أو أقل.	×			
	من 4 إلى 6 أخطاء.		×		
	من 7 إلى 10 أخطاء.			×	
	أكثر من 10 أخطاء.				×

Appendix I: competency assessment model in Math and its correction rubrics

أنموذج تقييم مكتسبات الرياضيات

المعيار: فهم المشكلة (استخراج المعطيات ، و المطالب، تمثيل بمخطط، ...)

المعيار: اختيار أدوات الحل المناسبة

المعيار: الاستعمال السليم لأدوات المادّة

المعيار: تبليغ مسعى الحل والنّتيجة

الكفاءة: التحكم في نظام العد والحساب

المشكلة1: تحضيرا لعيد الفطر اشترى تاجر لفة قماش طولها 65m بمبلغ 9880 دج . باع في اليوم الأول 11,3m و باع في اليوم الثاني 13m و في اليوم الثالث 8,45m و في اليوم الرابع 13,50m.

المطلب 01:

المعيار: مقارنة،ترتيب وحصر أعداد طبيعية كبيرة وأعداد عشريّة

المعيار: انجاز العمليات الأربعة

- رتب هذه الأطوال ترتيبا تنازليا.
- احسب ثمن المتر الواحد من القماش.
- احسب طول القماش المباع خلال الأيام الأربع.
- احسب طول القماش الباقي.

المعيار: تفكيك الأعداد الطبيعيّة الكبيرة وكتابتها

إذا علمت أن ثمن بيع اللفة هو 10 885 دج.

- اكتب ثمن البيع بالحروف.
- فككه تفكيكا نموذجيا.

المشكلة 02:

الكفاءة : التحكّم في المصطلحات واستعمال الأدوات الهندسية

يوم العيد ذهبت مع والدك لأداء صلاة العيد فانطلقتم من المنزل مرورا بالمدرسة وصولا إلى المسجد ثم عدت مباشرة إلى المنزل.

المعيار :وصف ، تعيين مسار أو موقع في الفضاء أو على مخطط
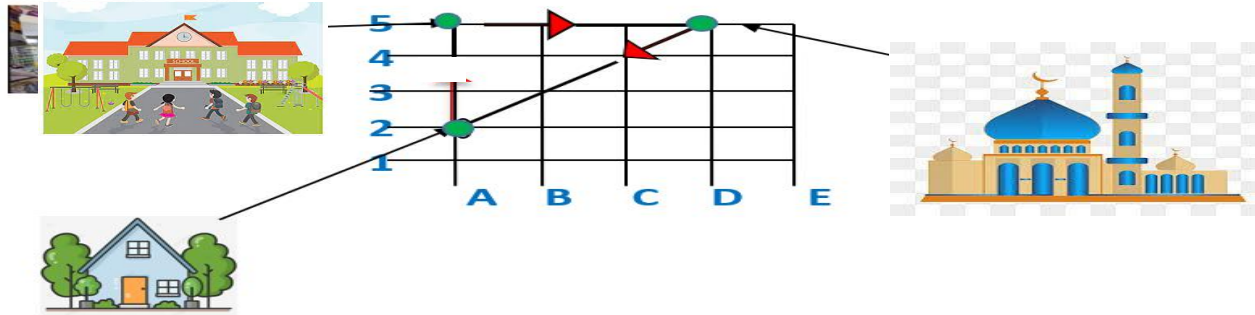
أتمِم تشفيرَ مسارِكَ انطلاقا من المنزل:

(... ، .....)   (.... ، .....)   (..... ،.....)
المسجد   المنزل   (..... ، .....)
                    ⟶   المنزل   ⟶   المدرسة

المعيار: التمييز بين أشكال مألوفة وفق خواصها الهندسية أو باستعمال أدوات هندسية

صِل بين النقاطِ المعيّنةِ في المرصوفةِ لتحصلَ على مضلعٍ مألوفٍ، سمِّهِ وبيّن نوعَهُ.

المعيار رسم شكل هندسي انطلاقا من برنامج إنشاء أو نموذج.

أردتَ أن تساعدَ زميلَكَ في رسمِ الشَّكلِ المتحصل عليه.

أُكتب لهُ برنامجَ إنشائهِ .

كفاءة التحكّم في المقادير والقياس

مشكلة رقم3:

بمناسبة اقتراب شهر رمضان طلبت منك والدتك مساعدتها في تنظيف فناء المنزل لاستغلاله في سهرات رمضان.
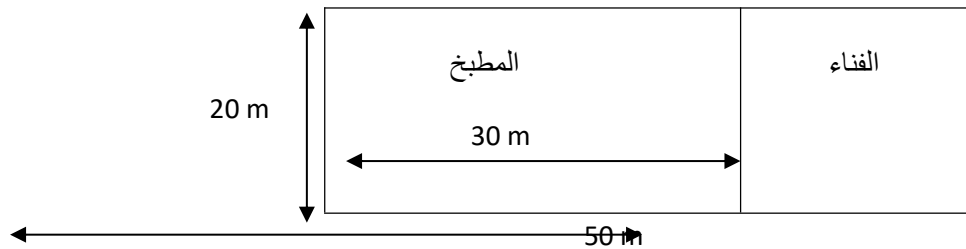
المعيار: قياس أطوال وحساب محيطات ومساحات.

1- احسب مساحة الفناء.
2- احسب محيط الفناء.

المعيار: استعمال العلاقات بين مختلف وحدات القياس

1- احسب طول المطبخ بالسنتيمتر cm و الهيكتومتر hm.
2- احسب عرض المطبخ بالديسيمتر dm و الديكامتر dam.

المعيار :استعمال وحدات الزمن وحساب مدد.

بدأت في التنظيف على السّاعةِ 10H15min صباحا، و أنهيت العمل على الساعة 13h30min بحيث أخذت قسطا من الراحة مدته ربع ساعة.

1- اكتب مدة الراحة بالدقائق.
2- احسب المدة المستغرقة في تنظيف الفناء.

كفاءة تنظيم المعطيات

مشكلة رقم4:

ذهبت والدتك إلى محل بيع الأواني المنزلية و اشترت صحون و ملاعق و مقلاة. لاحظ الجدول أدناه:

الأواني	العدد	الثمن بـالدينار
صحون	12	3000

450	6	ملاعق
1800	1	مقلاة

المعيار :استخراج معلومات من سند واستغلالها.

1- ما هو ثمن الصحون.
2- ما هو عدد الملاعق التي اشترتها الأم.
3- ما هو ثمن الأواني التي اشترتها الأم.
4- احسب الفرق بين ثمن الصحون و المقلاة.

المعيار :استعمال خواص الخطية في وضعية تناسبية

ساعد أمك في ملء الجدول:

عدد الصحون	2	4	6	8	10
ثمن الصحون (DA)	500	....	....	....	....

المعيار: استعمال النسبة المئوية

إذا علمت أن أمك استفادت من تخفيض قدره 10% على المقلاة التي اشترتها بـ 1800 دج.

1- اكتب النسبة المئوية التي تعبر عن ثمن المقلاة بعد التخفيض.
2- ما هو ثمن المقلاة قبل التخفيض؟
3- ما هو مبلغ التخفيض الذي استفادت منه الأم ؟

إذا علمت أن الأم قسمت المبلغ الموفر على ابنيها بالتساوي.

4- احسب المبلغ الذي يأخذه كل ابن .

5- تقييم المعايير من خلال مختلف الأجوبة النموذجية

سلم التقدير				المعايير	الرقم	
د	ج	ب	أ	**الكفاءة :التحكم في نظام العد و الحساب**		
د	ج	ب	أ	**المعيار : إنجاز العمليات الأربعة**		الإجابة النموذجية
			×	4 إجابات صحيحة	1	
		×		3 إجابات صحيحة	2	
	×			إجابتان صحيحتان	3	
×				إجابة واحدة صحيحة أو كل الإجابات خاطئة	4	
د	ج	ب	أ	**المعيار : مقارنة ، ترتيب و حصر أعداد طبيعية و أعداد عشرية ، و استعمال الكسور** عناصر الإجابة: 8,45 > 11,3 > 13 > 13,5		الإجابة النموذجية
			×	4 إجابات صحيحة	1	
		×		3 إجابات صحيحة	2	
	×			إجابتان صحيحتان	3	
×				إجابة واحدة صحيحة أو كل الإجابات خاطئة	4	
د	ج	ب	أ	**المعيار :تفكيك الأعداد الطبيعية الكبيرة و كتابتها** عناصر الإجابة: عشرة آلاف و ثمانمائة و خمسة و ثمانون. 10 885= 10 000+800+80+5		الإجابة النموذجية
			×	7 إلى 8 إجابات صحيحة	1	
		×		5 إلى 6 إجابات صحيحة	2	
	×			2 إلى 4 إجابات صحيحة	3	
×				إجابتان صحيحتان أو إجابة واحدة صحيحة أو كل الإجابات خاطئة	4	

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سلم التقدير				المعايير	الرقم	
د	ج	ب	أ	**الكفاءة :التحكم في المصطلحات و استعمال الأدوات الهندسيّة**		
د	ج	ب	أ	**المعيار : وصف ، مسار أو موقع في الفضاء أو على مخطط** عناصر الإجابة: التشفير: (A .2) ⟶ (D 5)– (A 5،) (A ، 2)		الإجابة النموذجية
			×	4 إجابات صحيحة	1	
		×		3 إجابات صحيحة	2	
	×			إجابتان صحيحتان	3	
×				إجابة واحدة صحيحة أو كل الإجابات خاطئة	4	
د	ج	ب	أ	**المعيار : التمييز بين أشكال مألوفة وفق خواصها الهندسية أو باستعمال أدوات هندسية** عناصر الإجابة: يصل بين النقاط التسمية: مثلث / نوعه: قائم و متساوي الساقين		الإجابة النموذجية
			×	4 إجابات صحيحة	1	
		×		3 إجابات صحيحة	2	
	×			إجابتان صحيحتان	3	
×				إجابة واحدة صحيحة أو كل الإجابات خاطئة	4	
د	ج	ب	أ	**المعيار : رسم شكل هندسي انطلاقا من برنامج إنشاء أو نموذج**		

			عناصر الإجابة: تعيين أطوال الأضلاع / تسمية الرؤوس / تسمية الزاوية القائمة / استعمال المصطلحات السليمة.		
		×	4 إجابات صحيحة	1	الإجابة النموذجية
	×		3 إجابات صحيحة	2	
×			إجابتان صحيحتان	3	
×			إجابة واحدة صحيحة أو كل الإجابات خاطئة	4	

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الكفاءة : التحكم في المقادير و القياس					
سلم التقدير				المعايير	الرقم
د	ج	ب	أ	المعيار : حساب أطوال ، محيطات ، مساحات عناصر الإجابة: مساحة المربع=الطولxالعرض 20x20=400m2 محيط الفناء=الضلعx4 20x 4=80m	
		×		4 إجابات صحيحة	1	الإجابة النموذجية
	×			3 إجابات صحيحة	2
	×			إجابتان صحيحتان	3
×				إجابة واحدة صحيحة أو كل الإجابات خاطئة	4

د	ج	ب	أ	المعيار : استعمال العلاقات بين مختلف وحدات القياس عناصر الإجابة: 30 m = 3000 cm / 30m= 0 ,3 hm 20 m = 200 dm / 20m= 2 dam	
		×		4 إجابات صحيحة	1	الإجابة النموذجية
	×			3 إجابات صحيحة	2
×				إجابتان صحيحتان	3
×				إجابة واحدة صحيحة أو كل الإجابات خاطئة	4

د	ج	ب	أ	المعيار : استعمال وحدات الزمن و حساب المدد عناصر الإجابة: 1- ربع ساعة = 15 دقيقة 2- المدة المستغرقة = وقت الوصول – وقت الانطلاق. 1- 13h30min - 10h15min = 3h15min 2- 13h15min - 15min = 3h	
		×		4 إجابات صحيحة	1	الإجابة النموذجية
	×			3 إجابات صحيحة	2
×				إجابتان صحيحتان	3
×				إجابة واحدة صحيحة أو كل الإجابات خاطئة	4

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الكفاءة : تنظيم معطيات					
سلم التقدير				المعايير	الرقم
د	ج	ب	أ	المعيار : استخراج معلومات من سند و استغلالها عناصر الإجابة: 1)- 3000 / 2)- 6 / 3)- 5250 / 4)- 1350	
		×		4 إجابات صحيحة	1	

د	ج	ب	أ		
		×		3 إجابات صحيحة	2
	×			إجابتان صحيحتان	3
×				إجابة واحدة صحيحة أو كل الإجابات خاطئة	4
د	ج	ب	أ	المعيار : استعمال خواص خطية في وضعية تناسبية عناصر الإجابة: 1)- 1000 / 2)-1500 / 3)- 2000 / 4)- 2500	
			×	4 إجابات صحيحة	1
		×		3 إجابات صحيحة	2
	×			إجابتان صحيحتان	3
×				إجابة واحدة صحيحة أو كل الإجابات خاطئة	4
د	ج	ب	أ	المعيار : استعمال النسبة المئوية عناصر الإجابة: 1- 90% 2- 2000 3- 200 4- 100	
			×	4 إجابات صحيحة	1
		×		3 إجابات صحيحة	2
	×			إجابتان صحيحتان	3
×				إجابة واحدة صحيحة أو كل الإجابات خاطئة	4

الإجابة النموذجية (first group)

الإجابة النموذجية (second group)

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د	ج	ب	أ	حل المشكلات	
			×	فهم المشكلة (تحديد المعطيات و المطلوب و ......)	1
		×		الاختيار الصحيح للأدوات (المناسبة للحل)	2
	×			الاستعمال السليم	3
×				التبليغ (المسعى و النتيجة)	4

Appendix F : Ministerial document for the assessment grid

الجمهورية الجزائرية الديمقراطية الشعبية
وزارة التربية الوطنية

المديرية العامة للتعليم

16 جانفي 2023

الرقم ...11... م ع ت ...2023...

السيدات والسادة مديرو التربية للولايات

الموضوع: تنظيم ملتقيات تكوينية تحضيرا لامتحان تقييم مكتسبات التلاميذ في مرحلة التعليم الابتدائي.
المرفقات: رزنامة الملتقيات الجهوية لتكوين مفتشي التعليم الابتدائي للمواد.

في إطار التحضير لامتحان تقييم مكتسبات التلاميذ في مرحلة التعليم الابتدائي الذي سيمنح للتقويم البيداغوجي بعدا أوسع وأشمل، كونه تقيما تشخيصيا ذا بعد تكويني، حيث سيسمح بتقويم الكفاءة الشاملة لمرحلة التعليم الابتدائي، و تحديد مكتسبات التلاميذ خلال هذه المرحلة وتشخيص صعوبات التعلّم لديهم بغية معالجتها، نظّمت وزارة التربية الوطنية ملتقيين وطنيين لفائدة مفتشي التعليم الابتدائي أعضاء النواة المركزية، حيث جرت فعاليات الملتقى الأوّل خلال الفترة من 05 إلى 08 ديسمبر 2022 والملتقى الثاني من 26 إلى 29 ديسمبر 2022، تم خلالهما تصميم الشبكات التحليلية لتقييم مكتسبات التلاميذ في المواد المعنية بالامتحان وبناء مواضيع نموذجية تتماشى معها.

وتبعا لذلك، تم تسطير عمليات تكوينية جهوية ثم ولائية لفائدة مفتشي التعليم الابتدائي للمواد ومديري وأساتذة المدارس الابتدائية عبر كافة ولايات الوطن، والتي ستنطلق على المستوى الجهوي خلال الفترة الممتدة من 16 جانفي 2023 إلى 02 فيفري 2023 حسب ما هو مبين في الجدول المرفق، بهدف تكوين أعضاء الأنوية الولائية حول كيفية إعداد مواضيع اختبارات هذا الامتحان، والتحكم في كيفية توظيف الشبكات التحليلية.

تتشكل كل نواة ولائية من تسعة (9) مفتشين للتعليم الابتدائي (مفتش واحد لكل مادة من المواد المعنية بالامتحان (اللغة العربية، اللغة الأمازيغية، اللغة الفرنسية، التربية الإسلامية، التاريخ والجغرافيا، الرياضيات، التربية العلمية والتكنولوجية، التربية المدنية)، على أن يشرع في تكوين مفتشي التعليم الابتدائي في كل مديرية تربية في الأسبوع الموالي للملتقى الجهوي، شريطة أن لا تتجاوز فترة التكوين

أربعة (04) أسابيع، يليها مباشرة تكوين أساتذة السنة الخامسة ابتدائي من قبل المفتشين المشرفين عليهم يوم السبت 4 مارس 2023، ويومي السبت والأحد 11 و12 مارس 2023، ويومي السبت والأحد 18 و19 مارس 2023، تتبع بتدريب تلاميذ أقسام السنة الخامسة ابتدائي بداية من 09 أفريل 2023 من أجل تحضيرهم للامتحان.

وضمانا لتحقيق الأهداف التربوية المرجوة من هذه العمليات التكوينية، يشرفني أن أطلب منكم تعيين تسعة(9) مفتشين للتعليم الابتدائي، يتصفون بالكفاءة والالتزام والقدرة على التواصل، ليشكلوا النواة الولائية، والذين سيتكفلون بمضاعفة التكوين بمديرية التربية التابعين لها، على أن ترسل القائمة الاسمية إلى مديرية التكوين بوزارة التربية الوطنية ّ ونسخة منها إلى مديرية التربية للولاية المستقبلة، وذلك قبل يوم الأحد 15 جانفي 2023.

أؤكد على ضرورة إيلاء هذه العملية العناية اللازمة، والسهر على تنفيذ العمليات المسطرة بكل دقة، والالتزام بالآجال المحددة.

وزير التربية الوطنية و بتفويض منه
المدير العام للتعليم

قاسم جهلان

نسخة إلى:
- السيد وزير التربية الوطنية، على سبيل عرض حال؛
- السيد الأمين العام المكلف، للإعلام؛
- السيد رئيس الديوان، للإعلام؛
- السيد المفتش العام للتربية الوطنية، للإعلام والمتابعة؛
- السيد مدير التكوين المكلف، للمتابعة.

Résumé :

En raison de l'importance de l'évaluation dans le système éducatif, on recherche diverses méthodes qui permettent de savoir si l'éducation suit la bonne approche, ainsi que d'identifier les lacunes des élèves et d'aider les enseignants à développer des méthodes d'enseignement adaptées aux besoins des élèves. Une nouvelle méthode d'évaluation a été mise à jour, qui est le réseau analytique, car elle cible les compétences des apprenants, à partir de la fin de la cinquième année du primaire, avec ce qu'on appelle l'évaluation des compétences, sur laquelle se construit le réseau d'évaluation dans le première année de collège. Cette thèse vise à étudier les comportements des enseignants de première année du collège résultant de l'application de cette évaluation afin de déterminer l'étendue de son efficacité pour faciliter le processus d'apprentissage et d'enseignement en identifiant les lacunes des apprenants ciblés et en les comblant à travers certaines normes, ce qui conduit à améliorer le niveau des apprenants. Après avoir mené une étude particulière de cette évaluation en distribuant des questionnaires aux enseignants de première année intermédiaire, ainsi qu'en menant deux entretiens, le premier avec l'enseignant de langue arabe de première année intermédiaire et le second avec l'inspecteur de l'enseignement primaire, les résultats et l'analyse nous ont montré que l'évaluation était quelque peu utile, et les avis étaient positifs concernant les résultats du questionnaire. Et les déclarations de l'inspecteur de l'éducation, cependant, nous ont révélé un ensemble de défis et de problèmes auxquels ils sont confrontés, notamment à travers l'entretien avec la langue arabe. enseignant, et nous concluons ainsi que le réseau d'évaluation a contribué à identifier certaines lacunes et à combler certaines lacunes, mais qu'il nécessite quelques modifications pour garantir le déroulement fluide et correct du processus de traitement

Mots-clés : réseau d'évaluation, évaluation, lacunes des apprenants, évaluation des compétences, comportements des enseignants, traitement pédagogique.

ملخص الدراسة :

نظرا لأهمية التقويم في النظام التعليمي يتم البحث عن مختلف الطرق التي تسهل معرفة ما اذا كان التعليم يسير على المنهج الصحيح و كذا تحديد نواقص المتعلمين و مساعدة الاساتذة في تطوير وسائل التدريس التي تناسب احتياجات التلاميذ و عليه تم تحديث وسيلة جديدة للتقييم ألا و هي الشبكة التحليلية حيث تقوم باستهداف كفاءات المتعلمين ابتداء من نهاية السنة الخامسة ابتدائي بما يسمى ب تقييم الكفاءة و التي تبنى عليها شبكة التقويم في السنة الاولى متوسط. تهدف هذه الاطروحة الى دراسة سلوكيات أساتذة السنة اولى متوسط الناتجة عن تطبيق هذا التقويم لمعرفة مدى فعاليته في تسهيل عملية التعلم و التعليم من خلال تحديد ثغرات المتعلمين المستهدفة و معالجتها عن طريق معايير معينة مما يؤدي الى ترقية مستويات المتعلمين . بعد القيام بدراسة خاصة لهذا التقويم عن طريق توزيع استبيانات لأساتذة السنة اولى المتوسط و كذا القيام بمقابلتين الاولى مع أستاذة اللغة العربية للسنة اولى متوسط و الثانية مع مفتش التعليم الابتدائي أظهرت لنا النتائج و التحليل ان التقويم كان مفيدا لحد ما و كانت الآراء ايجابية بالنسبة لنتائج الاستبيان و تصريحات مفتش التعليم الا انه ظهر لنا مجموعة من التحديات و المشكلات التي تواجههم خاصة من خلال مقابلة استاذة اللغة العربية و بذلك نستخلص ان شبكة التقويم ساهمت في تحديد بعض النواقص و سد بعض الثغرات الا انها تحتاج الى بعض التعديلات لضمان سيرورة المعالجة بسلاسة و بشكل صحيح.