

The Nature of Educational Assessment in the Educational Process: Types and Methods

ماهية التقويم التربوي في العملية التعليمية أنواعه، وأساليبه

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ملخص:

تتناول الدراسة الحالية أهمية التقويم التربوي في العملية التعليمية فهو الجزء الذي لا ينفك عنها بل يسايرها والمحسن لجودة التعليم ومهارات المتعلمين. يتم تطبيقه في مختلف المراحل التعليمية، فنجاح العملية التعليمية ماهي إلا نتيجة تنفيذ عملية التقويم الذي من خلاله يتم الكشف عن الإجراءات المخططة من طرف المعلم التي تمكنه من الوصول إلى الكفاءات المسطرة المراد تحقيقها. فالمنظومة التربوية تهدف الى تطوير فكر المتعلم ومهاراته الإبداعية الناقدة هذا من مختلف الجوانب (عقليًا، أخلاقيًا، اجتماعيًا، ونفسيًا)، عبر الاهتمام بهذا المكون الجوهرى بإنشاء أقسام تتضمنه وأساليبه الإجرائية لتطبيقه، فأصبح جزء من المقررات والبرامج الدراسية سواء تعلق الأمر بالتدريب التكويني للمعلم أو المتعلمين في إكسابهم مهارات ذات جودة في الأداء الفعلي داخل الفصل. وانطلاقا مما سبق تم طرح بعض التساؤلات التالية: ما مفهوم التقويم التربوي؟ فيما تكمن أهمية التقويم التربوي؟ وما هي العلاقة القائمة بين التقويم والتقييم والقياس؟ وما هي أنواع التقويم التربوي وفق الوقت الذي يتم فيه؟ وما هي الأساليب التعليمية للتقويم التربوي؟

الكلمات المفتاحية: التقويم؛ التقويم التربوي؛ التقييم؛ القياس؛ العملية التعليمية.

Abstract:

This current study discusses the importance of educational assessment in the educational process. It is an integral part of the educational process, enhancing the quality of education and the skills of learners. Assessment is applied at various educational stages, and the effectiveness of the educational process is a result of the assessment process. Through assessment, planned actions by the teacher are revealed, enabling them to achieve the specified competencies. The educational system aims to develop the learner's critical and creative thinking from various aspects (intellectual, moral, social, and

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psychological) by focusing on this essential component and establishing departments that include it and its procedural methods for implementation. It has become a part of curricula and educational programs, whether related to teacher training or equipping learners with high-quality skills for effective performance within the classroom. Based on the above, some questions are posed: What is the concept of educational assessment? What is the significance of educational assessment? What is the relationship between assessment, evaluation, and measurement? What are the types of educational assessment based on the timing of application? What are the educational methods of assessment?

Key words: Assessment; Educational Assessment; Evaluation; Measurement; Educational Process.

Introduction:

Educational assessment is considered one of the major areas of interest for researchers and scholars. It is a complex process that involves specific steps to define its objectives, positions, the type of information related to it, and suitable assessment methods. Moreover, it is a methodological process that includes gathering information about a specific subject and then using this information for the purpose of addressing, modifying, or rectifying a predetermined issue. It involves identifying a clear problem, collecting information about it, and defining it according to specific criteria for the purpose of modification and improvement.

Therefore, educational assessment encompasses all the processes conducted by the teacher at various educational stages and in different classroom settings to detect, understand, and observe the objectives set and whether they have been achieved or not. This is to enable the teacher to identify and rectify any faults and deficiencies through the assessment process. There are numerous methods employed, including oral and written tests (e.g., multiple-choice questions), practical assessments, and various other methods used by the teacher to reveal the extent to which the objectives and desired achievements have been met by the learners, as well as the skills and competencies they have acquired. The current level of learners and the results of national examinations are influenced by educational factors and reasons that prompt us, as educators, to inquire about the patterns and methods applied in educational institutions for these academic achievements.

Undoubtedly, the educational assessment process is fundamental in the field of education, particularly in the teaching profession. It must be given its due importance, as it is an integral part of the teaching process. Various research studies are conducted for it, and it is directed towards the education system to achieve its desired objectives and attain the highest levels in the sector.

Educational assessment includes types such as diagnostic assessment, formative assessment, and summative assessment, which are utilized in various educational stages based on the nature of the subject and the intended objectives. This begins with defining the learning requirements for each learner, setting goals, and evaluating them in a manner that is suitable and meets the learner's needs.

Educational assessment is closely linked to the processes of evaluation and measurement; these variables cannot be separated. In this study, we will attempt to

understand this relationship on one hand and the nature of these variables on the other.

Research Problem:

All countries worldwide strive to bring about changes and enhance the quality of education, improving their educational systems to increase their impact and effectiveness in achieving desired objectives. This is to meet the needs and requirements of their societies in keeping up with the rapid technological and informational advancements, aiming for the best outcomes and investment in the human element in the field of education. Therefore, educational systems have taken on the noteworthy task of preparing an efficient individual or learner capable of contributing to the rapid developmental challenges in the global technological era. Additionally, these systems continuously evolve in their knowledge content, curricula, and crystallization of educational goals to meet the requirements of the environment and society as a whole.

Undoubtedly, the teacher is the implementer and real embodiment of this significant task. They cannot succeed in their teaching without planning the educational material, preparing it in advance, and providing the tools, means, and teaching methods. Among these is educational assessment. The latter represents one of the key pillars influencing these educational systems, engaging the attention of many scholars, educationists, and psychologists. Its impact becomes more apparent through the active role it plays in the success of the educational process by achieving balance and integration among the various elements of the learning process. It serves to diagnose, treat, and evaluate learners' achievements according to the timing in which it is conducted.

Educational assessment is indeed a topic that has received attention from numerous studies. For example, a study by Lakhdar & Ali¹ indicated that teachers use educational assessment positively in primary education, providing them with information related to students' acquisitions and what they have achieved through their performance. It also unveils their intellectual, cognitive, and emotional dimensions. Teachers now consider educational assessment as an essential element of the educational process, going hand in hand with the learning process. Similarly, a study by Nawar & Soumia² pointed out that the process of educational assessment plays a positive role in the quality of textbooks for primary education. Continuous monitoring of primary level textbooks is conducted to detect errors and revise them when producing good books aimed at teaching learners correctly. In addition, the results of a study by Fareed³ acknowledged that educational assessment helps recognize previous learning in line with new learnings to diagnose and address difficulties, thus improving them and enabling learners to succeed at all levels. Assessment also has functions such as integrating acquisitions for learners, building self-confidence, developing responsibility and independence in them, and providing stakeholders like administration and parents with information. Furthermore, a study

by Aql, 2001⁴ concluded that educational assessment has diagnostic, therapeutic, and classification functions.

In light of the above and aiming to contribute to supporting and highlighting the importance of educational assessment in the entire educational process, this study has come to verify and understand the nature of educational assessment deeply in the educational field and its importance as a means and tool for examining learners' achievements and addressing the difficulties and obstacles they face. Therefore, this research will focus on the fundamental term, "educational assessment," which teachers have always used in all educational stages, considering it as an indication of other similar terms such as evaluation and measurement. To understand these, some specific questions have been posed as follows:

1. What is the concept of educational assessment?
2. What is the importance of educational assessment?
3. What is the relationship between assessment, evaluation, and measurement?
4. What are the types of educational assessment based on the timing of implementation?
5. What are the educational methods for educational assessment?

Study Objectives:

The Ministry of Education has relied on educational assessment in the educational process, integrating it to correct the educational system's trajectory in order to improve and enhance educational performance. The objectives of the current study are outlined as follows:

- Understanding the nature and meaning of educational assessment in the educational process as a whole and its most important types.
- Recognizing the significance of educational assessment in the educational process.
- Identifying the relationship between the variables of educational assessment, evaluation, and measurement.
- Explaining the objectives and benefits achieved from the study and how to achieve them through the application of assessment methods and tools.
- Understanding the extent of the impact of teaching methods and curricula on learning outcomes.

Study Importance:

The theoretical importance of the current study lies in the fact that the success of any educational process must be based on the criterion of educational assessment. Through educational assessment, negative or positive judgments can be made about these educational learning processes.

1. Assessment and Some Related Concepts

1.1 Assessment:

In terms of terminology, researchers and thinkers have varied opinions on defining a single concept for assessment. Some of the definitions include the following:

"De Ketele" defined assessment as "the process of collecting a set of relevant, accurate, and reliable information, then examining its appropriateness with a selected set of appropriate standards based on the decision"⁵.

"Maurice Chastrette" provided a comprehensive definition of assessment, describing it as "simultaneously judging the measurement result and giving it meaning within a reference, standard, and measurement framework, all for the purpose of decision-making"⁶.

In the educational field, assessment involves the use of various applied methods such as tests, observations, and more, to determine students' academic achievements and individual needs at different educational levels. This allows for the collection and analysis of information and data to assess students' readiness for subsequent stages of education.

1.2 Educational Assessment:

In terms of terminology, there are various definitions for educational assessment, including the following:

Ali defined it as the process of identifying the extent to which the student achieves the objectives and making decisions about them. It also means knowing the change that occurs in the student's behavior, determining the degree and amount of this change, and making necessary therapeutic decisions about it⁷.

Ralph defines it as the process of determining the extent to which educational objectives are actually achieved⁸.

Daas indicates that educational assessment is a means to determine the extent of achieving the imported objectives in the educational field. It helps identify areas of weakness and strength by diagnosing obstacles that hinder the achievement of objectives and providing suggestions to correct the educational process and achieve the desired goals⁹.

We can conclude from the above definitions that educational assessment is a systematic process aimed at evaluating and analyzing the comprehensive educational performance and results of students for the activities practiced in the school. Its purpose is to improve their academic achievement and attain quality in education. This is done using various techniques and tools to measure the students' comprehension of the educational content and academic level, which is the essence of the educational assessment process."

1.3 Educational Evaluation:

In terms of terminology, there are various definitions regarding the nature of educational evaluation. Among them are the following:

Reported by Ahmed, Salah El-Din Mahmoud Allam indicated that evaluation is a process based on quantitative measurement (students' results) for the purpose of making descriptive judgments¹⁰.

As for Dahmani, he pointed out that many educators confuse the concept of evaluation with the concept of assessment to the extent that some of them consider evaluation to be assessment based on their definitions. However, there is a difference between them. Evaluation is broader than assessment, and assessment is part of evaluation. Evaluation aims at diagnosis and treatment, while assessment determines the value of something, whether material or moral¹¹.

From the above, we conclude that evaluation in the educational field is an analysis of educational performance or value and determining its effectiveness, efficiency, or quality within specific criteria to reach conclusions, decisions, and recommendations to improve students' academic performance and determine effective strategies for their education and the extent to which the set goals in the education system are achieved.

Techniques of evaluation, such as artificial intelligence, can be used to process information effectively, such as creating automatic testing programs that determine student achievement and provide insights on how to improve results.

1.4 Measurement:

In terms of terminology, there are several definitions of measurement mentioned below: Quoting Dahmani, measurement is defined as the process through which a quantitative estimation of a phenomenon or a characteristic is obtained using a specified measuring unit. The tool used could be a questionnaire, a test, assessment lists, a performance card, various psychological scales, or other types of measures and tests¹².

As for Al-Sarraf, measurement in education refers to indicating or symbolizing the amount of cognitive or emotional characteristics possessed by an individual or a

group of individuals, rather than their value. In measurement, the phenomenon to be measured is transformed from description to quantity¹³.

From the aforementioned definitions, we conclude that the measurement variable in the educational field is the procedure and standard by which we determine and assess the level of academic achievements of students. This is conducted through achievement tests and other means that enable teachers to understand the extent of students' comprehension of educational material.

2. The Educational Process:

In terms of terminology, scientists have various views in defining the concept of the educational process, leading to different definitions. Here are some of them:

Al-Fassi Defines it as a process where interaction occurs between two parties (teacher and learner), each of whom plays roles to achieve educational goals, whether at the intellectual, emotional, or sensory-motor levels¹⁴.

Masoud & Zerkat Yolrabbah Defines it as the scientific study of organizing situations in which the student is involved in achieving cognitive goals. It is thus a science in the field of education built on rules and theories mainly related to the subjects in terms of content and how to plan them based on needs and objectives, as well as the means prepared for them. It is based on foundations: the teacher and the learner, the curriculum, the method, the learning environment, and the educational goals¹⁵.

Shahrzad defines it as the procedures and activities that take place within the classroom, aiming to impart theoretical knowledge, practical skills, or positive attitudes to the learners. It is a cognitive system consisting of inputs, processes, and outputs. The inputs are the learners, the process is the coordinated process of organizing, understanding, interpreting, and relating the information to previous knowledge, and the outputs are competent, educated students¹⁶.

It is evident from the above definitions that the educational process encompasses various activities involved in designing lessons, delivering lectures, developing educational programs, providing teaching and learning, and transferring knowledge from one individual to another. These activities take place within the educational field in different institutions and centers.

3. The Importance of Educational Assessment in the Teaching Process:

The uses of educational assessment are fundamental in the teaching process, including the following:

- It is a means to examine the learners' achievements to choose effective teaching strategies, correct errors, and readjust and organize the pedagogical action¹⁷.

- It is a process to detect the progress of the educational process and provides indicators of the potential for improvement¹⁸.
- It helps the teacher accurately in the teaching process, indicating the degree of competence achieved, revealing the students' efforts, and identifying their strengths and weaknesses¹⁹.
- Educational assessment is highly significant in educational work and improvement²⁰.
- Educational assessment is a plan aimed at achieving educational objectives.
- Educational assessment has the attribute of continuity, meaning it is not limited to a specific stage but proceeds from the beginning to the end of the teaching process.
- The objectivity of educational assessment is highly important, moving away from subjectivity and not favoring some while showing empathy to others.
- Educational assessment is based on students' qualifications to guide them towards suitable activities and departments based on their capabilities.
- The potential of educational assessment lies in providing remedies based on the feedback and various support methods.
- In the process of educational assessment, opportunities are equalized, and discrimination among students is eliminated, thus reducing arbitrary judgments.

4. The Relationship between Measurement, Evaluation, and Assessment:

The relationship between educational assessment, evaluation, and measurement is closely intertwined, and they are used in an integrated manner in the educational process.

These three interconnected variables are often used by educators in a random and broad manner without clarifying their importance and the purpose of their effective use. There is often a mix in how they are utilized.

Measurement is initially used to assess individual and collective performance of students using various methods such as tests, quizzes, and other forms of assessments. The data derived from these methods is analyzed and used to make real educational decisions, enhancing and valuing the individual performance needs of each student. This serves the purpose of evaluation, which involves clarifying the extent to which students understand and perceive the set standards and educational objectives. It identifies areas that require continuous improvement and the development of weak aspects in the educational process to evaluate it by determining the extent to which the organized educational objectives based on standards are achieved. This is done

through educational assessment tools like tests to determine the level of skills necessary to achieve the set objectives.

Therefore, after defining and clarifying their interrelated definitions and explaining the essential relationship, they can be summarized as follows.



- **Measurement:** Assigning a numerical value to things.
- **Evaluation:** Assessing the value of things (diagnosis).
- **Assessment:** Making decisions for the purpose of diagnosis.

Measurement can be defined as the process of determining the quantitative or qualitative value of a variable, behavior, or specific characteristics such as knowledge, skills, attitudes, or orientations. It involves specific criteria and procedures used to determine and represent this value. Measurement is utilized in the process of evaluation, appraisal, analysis, interpretation, and comparison of results with predetermined standards. It aims to determine the degree of compliance of evaluated results with the set standards. Based on the evaluation process, supervisors and teachers can make appropriate corrective decisions and actions to evaluate and enhance performance and the evaluated behavior. The latter is based on the results obtained from the processes of measurement and evaluation, utilizing analyses such as statistical analysis and tests to correct performance.

Table (1)

Illustrates the Differences between the Concepts of Measurement, Evaluation, and Educational Assessment

Measurement	Evaluation	Assessment
<p>The process of converting measured elements into quantitative elements, into numbers, for example, a student scored 18 out of 20 in a specific test in one of the subjects. This score is a measurement process, subject to a scoring scale based on the tested subjects.</p> <p>Quantification is the process of expressing qualities or characteristics of something using numbers, not in the thing itself, according to specific rules. For example: Let us assume we have an individual who is intelligent, we measure the individual's intelligence and not the individual themselves, and so on...</p>	<p>The process of determining and assessing the value of something or an element within the educational system. It revolves around the academic achievement of the learner in the classrooms, and then making a judgment, either as a success or failure, or excellent/good/satisfactory/proficient, without providing reasons for it.</p>	<p>An ongoing educational and methodological process with the aim of making judgments. Assessment is concerned with what takes place during the educational process for learners, aiming to acquire knowledge and discover their skills and abilities, as well as identifying strengths and weaknesses in the educational path. It also involves the application of monthly tests to detect and diagnose errors and difficulties in learners and address them, ultimately making the decision at the end of the academic year whether the learner should repeat the year or progress to the next grade.</p>

Source:Prepared by the Researcher

From the above, we find that educational assessment is broader than evaluation and measurement as it encompasses both. Measurement is used to examine and assign a numerical value to the subject being examined; it is a description or a quantitative criterion for the extent of the characteristic possessed by the subject. It's important to note that the process of measurement precedes the process of evaluation. Evaluation, on the other hand, comes to diagnose and make judgments based on the measurement results according to predefined levels. Then evaluation comes in for adjustment, training, development, and correction in behavior and performance.

5. Types of Educational Assessment Based on Timing

There are types of assessment based on the timing of its application in the educational context, where the assessment process is integral to the educational learning process and not external to it. Thus, there are three types, as follows²¹:

- **Diagnostic Assessment:** Its aim is to judge the extent to which learners possess foundational competencies. When learners lack control over these competencies, the teacher initiates remedial and corrective activities.
- **Formative Assessment:** The objective is to assist the learner immediately and inform them in a systematic and staged manner about learning difficulties and their level of progress. It's a practical procedure that enables intervention to correct the course of teaching and learning.
- **Summative Assessment:** Also known as final or attainment assessment, its purpose is to qualify and train the learner by ensuring their mastery of essential competencies. It evaluates the learner's control over necessary resources in terms of their efficiency to address problem situations.

6. Educational Assessment Methods:

Educational assessment methods are diverse and challenging to encompass completely. In this study, we focus on the most important methods and summarize them as follows:

6.1 Observation:

Observation is an integral part of a teacher's daily interaction with students. It involves the continuous observation of students during various learning activities, such as participation in discussions, answering questions, cooperation, or misbehavior. Observation is a direct assessment method that provides the teacher with increasing evidence of the student's academic progress. It is particularly valuable for assessing goals related to skill development or cultivating habits that are difficult to measure through traditional exams or structured tests²².

6.2 Interview:

Interviews can be structured, with a predefined set of questions directed at all examinees, or unstructured, where questions are asked based on a specific purpose. Structured interviews follow a predetermined sequence of questions, while unstructured interviews are more flexible, focusing on achieving a specific goal²³.

6.3 Performance Tests:

Performance tests measure the students' performance to identify technical aspects of the learning material and skills that cannot be assessed through oral or written exams alone. They evaluate the practical application of knowledge in real-world scenarios²⁴.

6.4 Achievement Tests:

Important considerations when constructing achievement tests include²⁵:

- Addressing the assessment of student production in the test items.
- Aligning the test with competency levels in an integrative context.
- Measuring competency indicators according to their temporal levels.
- Crafting distinct questions for students who meet competency indicators and those who do not.
- Grading questions based on their difficulty and the competency level.

6.5 Report Cards:

These cards are present at the educational institution level and can be used when needed to gather information about the student, including their academic path, health aspects, or social circumstances. This information is utilized in the diagnostic process to provide possible solutions or interventions²⁶.

Conclusion:

This study addressed an important theoretical subject in the educational aspect, namely the nature and meaning of educational assessment (evaluation), and its significance, which aims for the educational assessment to be an integral part of the effective educational process. Through this assessment, judgments are made about the success or failure of the educational learning process. It is considered a fundamental variable for any educational action or practice by teachers and educators in the educational field. It allows teachers to monitor the progress of learners in schools or universities alike, by measuring the achievement of educational objectives and developing competencies in study units.

After analyzing the concept of this term and its importance in the educational process, we attempt to outline the results that this research has settled on in a few important points:

- Educational assessment is not an easy matter; it is a practice carried out by teachers weekly. It is used as a means to motivate learners and train them on the required competencies in each core subject, making them more adaptable to academic levels and study units.
- Educational assessment is a fundamental concept and variable for any educational action practiced by teachers in the educational field, encouraging them to execute the educational process consistently and with care.
- Educational assessment is classified into three types: diagnostic assessment, formative assessment, and summative or final assessment.
- Educational assessment is important in teacher training.

- Educational assessment monitors the competencies and their development in learners.

The true purpose of educational assessment is diagnosis and identifying difficulties faced by learners to improve and remedy them by training them to develop their skills that target the desired educational competencies.

In conclusion, educational assessment represents a vital tool in the educational process by helping achieve objectives, evaluate results, and develop learners' capabilities, through its various types tailored to the needs and objectives of each educational work. Thus, it is an essential part of the modern educational system.

Finally, we hope that this study serves as a motivation for researchers to explore other aspects they deem important in the educational process, particularly the subject of educational assessment.

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