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**The role of the achievement assessment exam
in reducing academic pressure among fifth-year primary school students**

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Abstract :

The achievement assessment exam plays a crucial role in reducing academic pressure among fifth-year primary school students. It provides a comprehensive evaluation of their knowledge and skills, allowing them to showcase their abilities in a fair and structured manner. By focusing on the overall performance rather than solely on exams, this assessment method helps alleviate the stress associated with high-stakes testing. Additionally, it encourages students to focus on their personal growth and development rather than solely on achieving high grades. This holistic approach to assessment promotes a healthy learning environment and reduces the overwhelming pressure that students may feel.

Keywords : Academic pressures ; primary stage ; evaluation ; exams.

1. INTRODUCTION

Assessment exams have become an integral part of the education system, especially for Primary School students in the fifth year, and these tests serve as a unified measure to study the progress of students and their abilities, providing teachers with valuable insights in areas that require improvement.

By setting clear standards for academic performance, achievement assessment tests play a crucial role in reducing academic stress among students (Smith, J. 2019)

There is a great importance in the studies (taqim, 2023) we are conducting on the results of evaluating the achievements of fifth - year primary school students to improve the quality of education and the development of the educational process, by determining the level of acquisition of competencies observed in the curricula and diagnosing and detecting deficiencies in the education of each student to remedy them

It helps teachers to improve teaching methods and develop lesson programs to better meet the needs of students.

It also helps to reduce academic pressures on students, when strong and weak points in student learning are identified .

It was pointed out that the abandonment of the end-of-Primary Education exam and its replacement with another exam aimed at evaluating the achievements of this stage and not counted in the transition to the Intermediate Education stage, falls within the framework of the reform of the evaluation system, evaluation and guidance and review of the organization of national school exams, in order to promote the Algerian school.

Last Thursday afternoon, the minister of National Education, Abdel Hakim

Belabed, supervised the conclusion of the forum for the preparation of an assessment Book of the achievements of the primary education stage, samples of tests for all subjects and manuals for their preparation, which will be relied on by primary education inspectors across all states of the country to prepare tests in the relevant subjects, namely: Arabic language, Islamic education, Amazigh language, mathematics, science and Technology Education, History, Geography, Civics and French language, in preparation for the exams to be held at the end of the school year. (echoroukonline, 2023)

He followed up with a presentation on how to prepare a test in the Arabic language subject, a model, and how to evaluate the expected gains from this subject at this stage.

In many educational systems around the world, pupils in the fifth year of Primary School are experiencing increased academic stress as a result of preparing for exams and final assessments. These stresses may negatively impact student progress and learning, and increase stress and anxiety levels among them. It seems that there is an urgent need to research the potential impact of using the assessment of the acquired exam as a way to reduce these pressures and increase students' understanding of the importance of learning concepts over just superficial passing of tests.

Therefore, research questions are mainly crystallized by the following questions:

What is the role of the achievement assessment exam in reducing academic stress among fifth - year primary students

We divided our study into three axes, the first spoke about the concept of academic pressure and its causes, the second touched upon the importance of providing studies on the results of assessing the achievements of fifth-year primary students, and the third was about the impact of reducing academic pressure in fifth-year primary students (Jill Jameson, 2012).

2. the concept of academic pressure and its causes

Academic stress refers to the challenges and demands that students face in their academic endeavors. They include both acute or chronic adversities that can be significant assaults on educational processes, as well as fluctuations in everyday academic life.

The concept of academic stress is closely related to the concepts of academic flexibility and academic buoyancy. Academic resilience refers to a student's ability to overcome adversity, while academic prosperity refers to the ability to cope with setbacks and the normal challenges of academic life

Understanding academic stress requires considering the various difficulties and challenges that students face in their educational journey (Johnson, A., &

Williams, L. 2020).

3. the importance of providing studies on the results of assessing the achievements of fifth-year primary students

One of the main benefits of AP exams is their ability to identify areas where students need additional support and guidance. These tests assess students' knowledge and skills across different subjects, enabling teachers to identify specific areas of weakness.

Once these areas are identified, teachers can provide targeted interventions and resources to help students improve (Brown, C., & Davis, M. 2018).

Academic stress can also often confuse students, leading to stress and anxiety.

However, the acquisition assessment exams provide students with a clear roadmap and expectations for their academic performance, by having a unified measure of progress, students can better understand their strengths and weaknesses, allowing them to focus on areas that need improvement without feeling overwhelmed by the academic workload (Thompson, R., & Wilson, E. 2017) .

Achievement assessment exams also encourage healthy competition among students, when students are aware of the standards they need to achieve, they are motivated to work harder and strive for excellence.

This competition fosters a positive learning environment where students support each other's growth and development, and also encourages students to set goals for themselves and take ownership of their own learning journey (Anderson, S., & Clark, M. 2016) .

In addition to reducing academic stress, acquisition assessment tests promote a balanced approach to education, and these tests serve as a tool for teachers to assess not only academic knowledge but also critical thinking skills, problem solving abilities and creativity.

By evaluating a comprehensive set of skills, the acquisition assessment exams encourage teachers to focus on the overall development of students rather than focusing only on exam scores (Douaa Mohamed Adaoui, 2007) .

4. the impact of reducing academic pressures among fifth-year primary students

Studies show that academic stress can affect students' academic performance and mental health, students may experience psychological stressors such as anxiety, stress, and depression as a result of intense academic achievement and high expectations

Academic stresses can be a source of psychological, emotional and physical stress (Halima achkiwi, 2023) .

Academic stress also affects the psychological health of students, students may

experience a decrease in the level of happiness and overall life satisfaction and an increase in feelings of stress and anxiety (Gharam Allah Bin AbdelRazak,2016)

The impact of academic stress on academic performance can also be negative, and constant stress and anxiety lead to difficulty in concentration, learning and memory .

Psychological stress leads to a decline in academic performance and a decline in results .

According to the sources mentioned, the exam focuses on measuring the extent of students 'assimilation of skills and knowledge, and its goal is to find out the students' thinking grades and not their memorization grades for lessons .

To organize the acquisition assessment exam for the fifth year of Primary School in Algeria and determine its content and objectives, several steps can be followed :

First, it is important to understand the competency-based assessment approach applied in the Algerian Ministry of education since 2003 (Mokhtar Kerma, 2018)

This approach focuses on assessing students ' competencies rather than simply acquiring knowledge.

Secondly, teachers should be informed of appropriate methods and techniques that are compatible with a competency-based assessment approach (C.J. Gómez, 2012) .

Workshops and in-service training programs can be conducted to provide teachers with the necessary knowledge and skills.

Thirdly, the test should be aimed at measuring the higher thinking skills of students

Finally, the content of the exam should be in line with the curriculum and the specific teaching content being covered

As for the goals of the exam, they can be achieved by:

- * Assessment of the extent to which students assimilate the specified skills and knowledge.
- * Identify the strengths and weaknesses of each individual student.
- * Directing and improving the educational process based on the results of the exam.
- * Encourage students to think critically and develop their problem-solving skills (Aljazairalyoum, 2022) .

And the organization of the exam in the period from 05 to 23 February 2023, where students of the fifth year of primary education are registered for the exam on the digital floor of the Ministry of National Education, and the electronic

"evaluation" system is used to assess the students' achievements in a standard assessment, based on a set of pedagogical standards (Awrasaljair, 2012).

And the teachers of the fifth year organize, guard and evaluate the exam

For correction, teachers use notes called "estimates" instead of points and marks in the correction of exams, and the exam calendar is determined to evaluate the achievements of the fifth year of Primary School for the academic year 2023 to promote effective organization and planning

In addition, the development of metacognitive skills, such as effective test preparation practices

In short, the exam results can be used to improve study programs and develop teaching methods by analyzing the results, identifying subjects in which students need more support and developing study programs that meet their needs. Exam results can also be used to identify methods that work well and apply them in the future to improve the quality of education and academic performance of students.

6. Proposed Solutions

By following these steps, the acquisition assessment exam for the fifth year of Primary School in Algeria can be effectively organized with clear content and objectives.

To cope with academic stress and improve student academic performance and mental health, some useful strategies can be followed:

Taking care of oneself, caring for it and not neglecting it amid pressures .

Get enough sleep and rest .

Effectively manage time and prioritize work .

Practice physical activity and sports to maintain mental and physical health .

Seek psychological and social support from friends, family and school counselors .

7. Conclusion

The fifth-year primary school achievement assessment exams play a crucial role in reducing academic stress among students. These tests provide teachers with valuable insights into areas for improvement, allowing targeted support and interventions. By setting clear criteria, achievement assessment tests help students navigate their academic journey with minimal fatigue. Moreover, these tests promote healthy competition and promote a balanced approach to education. Thanks to their many benefits, achievement assessment tests serve as a valuable tool in relieving academic stress and creating a positive learning environment for students.

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