



The Reality of Using of Primary School Teachers to Alternative Assessment Strategies and its Tools in Public Education Schools in the City of Hail in The Kingdom of Saudi Arabia

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<i>Abstract</i>	
	<p>The aims of the study is to reveal the reality of the primary grade teachers' use for alternative assessment strategies and tools in public education schools in Hail city, kSA. In order to achieve the objectives of the research, the authors used the descriptive survey approach, through preparing a tool to collect the research data, which represented in the questionnaire its final form of (56) sub-paragraphs, distributed on two main axes, the axis of alternative assessment strategies, the axis of alternative evaluation tools. The questionnaire was applied to a sample of (307) teachers of the primary grades in the public education schools in Hail city. After processing the data statistically, the results showed that, the degree of use of alternative assessment strategies and tools by primary school teachers came with a (high) degree of use. The results also showed that there were no statistically significant differences in the primary grade teacher's levels of use for alternative assessment strategies and tools due to the years of experience variable. In addition there were statistically significant differences in the levels of use of primary grade teachers for alternative assessment strategies and tools attributed to the variables (academic qualification and training courses). In light of the results of the research, a set of recommendations were developed.</p>
CC License CC-BY-NC-SA 4.0	Keywords: <i>Alternative Assessment, Strategies, Assessment Tools, Education Schools.</i>

Introduction

Evaluation is an essential element in the educational system. As well as, in the classroom, as it plays an active role in its success by creating balance and integration between its various elements. The status of evaluation is highlighted in that it enables those in charge of the educational process to obtain evidence and indicators on the level of efficiency of the educational process. As well as, to identify possible improvement opportunities, with the aim of developing them in line with the requirements of the times and future challenges (Al-Shahrani and Al-Ghamdi, 2022). Modern evaluation is not restricted to analyzing a student's academic progress through examinations that have traditionally aimed to measure the cognitive element while disregarding other areas of growth. However, it went beyond that to include all aspects of the student's personality, as well as to provide

him with the skills of linking, analyzing, and applying what he learned in the face of life problems and linking them to various realistic situations, and there were many types, tools, and methods of evaluation according to the diversity of its purposes and fields. (Al-Arabi, 2019).

(Al-Zubaidi, 2019) pointed out that, traditional evaluation methods are no longer suitable for keeping up with the development in the modern educational system, because they are limited to measuring concepts at low levels and simple skills with numbers, which do not provide an accurate picture of the value of the learning achieved by the student. So, attention has turned towards alternative evaluation due its ability to measure the student's behaviors in real life situations. The goal of evaluation has evolved into diagnosis and treatment, as it measures the learner's ability to practice in situations regardless of content. While, the criterion for judging the learner's performance in alternative assessment is how close or far from performance is. However, the alternative assessment focuses on integrated situations, allowing the learner's performance to be judged in similar situations, (Salam, 2015).

Literature Review:

Over the past years ago, many studies utilized the Alternative Assessment Strategies and its Tools in Schools; this section is overviews the recent empirical analyses on the Alternative Assessment Strategies and its Tools in Schools. The study of (Ak and Güvendi 2010) carried out among 60 primary school teachers who teach at Ministry of Education's state and private schools to investigate primary school teachers' opinions regarding the degree to which they know and use alternative assessment and evaluation methods. The study is a descriptive study since it is a kind of research that establishes already existing situation. The scale of study which (Kuran and Kanatlı 2008) prepared and of which they made the validity and reliability measurements was carried on the participants, the collected data was analyzed statistically and the opinions of primary school teachers were asserted based on the statistical findings. The study showed was no significant difference was found among teachers' opinions of alternative assessment and evaluation methods. The study singled out that the teachers mostly use performance evaluation, concept maps and portfolios of all alternative assessment and evaluation methods.

(Oren and Ormanci 2011) aimed at determining teacher candidate levels of familiarity with the methods, techniques and tools composing the alternative assessment approaches. For this purpose, one of the quantitative research models, the survey method, is used in the study conducted with 185 teacher candidates. The result of study was found that teacher candidates were generally familiar with drama, concept cartoons, oral presentations, Vee diagrams and crossword puzzles, while they were less familiar with know-want-learn charts, semantic features analysis and flash cards. Based on these findings, it is suggested that teacher candidates should be more informed about the methods, techniques and tools composing the alternative assessment approaches in the related courses in higher education programs.

(Hussein and AbuAouf 2017) aimed to identify the degree to which Arabic language teachers possess alternative assessment strategies and tools, and the extent to which the degree of Arabic language teachers' possession of alternative assessment strategies and tools varies according to gender, years of experience, and training courses, and the relationship between the degree to which Arabic language teachers possess alternative assessment strategies and tools, and self-efficacy among their students. The study sample consists of (60) male and female teachers were selected from the Arabic language teachers in the intermediate stage in the Najran region. A sample of (300) male and female middle school students was also selected from the male and female students of the Arabic language teachers in the intermediate stage in the Najran region. The researchers prepared two tests: a test of alternative educational evaluation strategies and tools, and a measure of self-efficacy. The study reached a set of results, including:(1) The degree to which Arabic language teachers possess alternative educational evaluation strategies was very high for some test expressions such as pen and paper, worksheets, monthly tests, group work, questions and answers, student file, projects, and a record of learning progress. (2)There are no statistically significant differences between the average scores of male and female teachers in all dimensions of the alternative assessment strategies test and its total score.(3)There are no statistically significant differences between the average scores of experienced teachers 1-5 and 5-10 in all dimensions of the alternative assessment strategies test and its total score, except for the pen and paper strategy and the communication strategy, which are statistically significant at the 0.05 level in favor of experienced teachers 1-5.(4)There are statistically significant differences at the 0.01 level between the average scores of teachers who were exposed to the training courses and those who were not exposed to the training courses in favor of the first group that received training on alternative educational evaluation strategies and tools - in all dimensions of the alternative evaluation strategies test and its total score.(5)There is a positive and statistically

significant correlation at the level of (0.01) between the degree to which Arabic language teachers possess alternative educational assessment strategies and tools and their students' scores on the self-efficacy scale.

(Yates and Johnston 2018) showed that the Teachers Conceptions of Assessment Inventory was used to investigate New Zealand teachers' beliefs about assessment. The participating sample of this study comprised teachers who work almost exclusively at the senior level of high school and are responsible for school-based assessment programs that contribute at least 50% of students' final grades towards qualifications. The Factor analyses showed that these teachers had conceptions of assessment that were more similar to those of teachers in countries with qualifications systems based on high-stakes examinations than to a more general sample of participants in previous New Zealand research. In particular, there was a strong positive correlation between the formative views of assessment and the view that assessment promotes student accountability. The study revealed ecological influences on teachers' conceptions of assessment, as well as tensions that arise between formative and summative views of assessment, when teachers are responsible for assessment contributing to national qualifications.

(Nugrahani et al., 2018) aimed at developing tools to verify the validity of alternative assessment methods in teaching biology among students of Pawen Vocational School, Nigeria. The results illustrated that, in the effectiveness of using concept maps in measuring students' cognitive aspects, the effectiveness of self-evaluation in measuring students' attitudes towards science, and the effectiveness of performance-based assessment in measuring students' scientific skills.

(AbuRezeq and Taha, 2018) aimed to investigate the degree to which English language teachers use alternative assessment strategies in the preparatory stage in public schools in Gaza City, Palestine. The results of the study found that, the use of alternative assessment strategies by male and female teachers came to an average degree. As well as, the results showed that there were no statistically significant differences in the degree to which English language teachers used alternative assessment strategies according to gender or experience.

(Al-Zoubi, 2019) performed a research to determine the level of practice of secondary school teachers in the State of Kuwait for alternative assessment methodologies from their perspective. The study's findings indicated that secondary school instructors had a high level of practice with alternative assessment approaches. Furthermore, the findings revealed that there were no statistically significant variations in the degree of practice of alternative evaluation techniques among secondary school instructors based on gender. While, there were statistically significant differences in the secondary school teachers degree of practice` in the State of Kuwait for evaluation methods. The variant attributed to the variable years of experience, and came in favor of experience of more than 10 years.

(Demir, et al. 2019) conducted to identify the difficulties encountered in the application of evaluation methods, to identify the deficiencies and differences seen in the literature, and to contribute to future research. Descriptive Content Analysis method was used to reveal, describe and examine the general trend and research results in this particular field. Using this content analysis, 42 studies on alternative assessment were obtained and analyzed. The following variables were used in the analysis of the findings: research method, participants, research area, research method and content of the research were summarized, and teachers' opinions on pedagogy, its impact on the student, difficulties encountered in the process of applying the methods, and teachers' competencies in applying evaluation methods were categorized. It was concluded that although teachers did not have sufficient knowledge in applying alternative evaluation methods, they had positive attitudes about the application of alternative evaluation methods and that these methods improved students' higher-level thinking and creativity abilities.

(Omar and Al-Dawish 2020) presented in revealing the reality of Maths Teachers use of alternative assessment tools in the intermediate stage in Riyadh city from their own perspective and that of the supervisors, identifying the impedances which confront their application and the proposed solutions to surmount such obstacles. The study problem can be formulated in the following question: (What is reality of Maths Teachers use of alternative assessment tools in the intermediate stage in Riyadh city from their own perspective and that of their educational supervisors. The study community consists of the Maths Teachers and the educational supervisors in the intermediate stage in Riyadh city. No. (826), the study sample (No. 303) teachers and (24) Supervisor i.e., by (39.58%) of the study community. The study utilized the descriptive screening methodology and the questionnaire for achieving the study goals. The Study concluded that :(1) The reality of the Maths Teachers in the intermediate stage use of the alternative assessment tools from their own perspective were as per the order of the highest mean order, for every order as follows (Achievement Rubrics) by (75.8%), (writing tests) by (73.6%), (Achievement portfolios) by (73%), (self-assessment) by (69.6%), and the (concept mapping assessment) by (63.6%). (2)The reality of Maths Teachers in the intermediate stage use of the tools of the alternative assessment from the perspective of the educational supervisors came as per the order of the highest arithmetic mean for every dimension were as follows, (achievement portfolios) by (47.2%), (Rubrics

assessment) by (43.2%), (Self-assessment) by 38.6%) and the concept mapping assessment) by (37.8%). (3)The most prominent impedances confronting the Maths Teachers in applying the tools of alternative assessment from their own perspective were represented in the large numbers of students in the classrooms by (86%) and the absence of material & spiritual incentives which motivate the teacher to use the alternative assessment tools by (86%) which were represented of the non-availability of training courses without the alternative assessment & its tools by (88.4%) as well as the absence of full understanding of apply the alternative assessment & its tools by (85.8%) from the perspective of the educational supervisors.

(Al-Manthariya and Al-Riyami, 2020) also conducted a study aimed at revealing the degree to which mathematics teachers practice alternative assessment strategies and tools in the basic education stage in the Sultanate of Oman. The results revealed that, there were statistically significant differences in the degree to which teachers practice alternative assessment strategies and came in favor of teachers with more than ten years of experience. While the results showed that, there were no statistically significant differences between the teachers of the first and second cycle in the degree of their practice of alternative assessment strategies.

(Al-Thubaiti, 2020) aimed to demonstrate the amount of instructors' knowledge and practice in alternative evaluation procedures for evaluating pupils. According to the findings, the extent of knowledge and practice of alternative assessment tools among the research sample was low, while the presence of obstacles in the application of alternative assessment strategies in the educational process was high. Furthermore, the findings revealed that there were no statistically significant variations between the research sample owing to the factors of specialization, gender, educational experience, and school stage.

(Podder and Mizan 2020) tried to explore the status of continuous assessment (CA) or alternative assessment in secondary schools in Bangladesh and the issues related to the implementation of CA. The researchers chose qualitative methodology for the study as it is possible to delve deep into the research problem through qualitative approach. In order to collect data, the researchers employed semi-structured interview method with four secondary teachers. The teachers were interviewed over mobile phone using a semi-structured interview schedule. The major findings of the study included-CA or alternative assessment was not implemented in schools; teachers and other stakeholders needed training for wider knowledge and skills required to implement CA; and strong monitoring and mentoring was vital for proper implementation of alternative assessment in schools. Moreover, it was revealed from the study that preservation of assessment data and documents was a challenge for the teachers. If CA or alternative assessment strategies are implemented in secondary schools of Bangladesh properly, quality of education is expected to improve.

(Rahman, et al. 2021) aimed at exploring the issues related to implementing a formative assessment model namely School-Based Assessment (SBA) at secondary schools in Bangladesh. The study employed qualitative interviews with English teachers of grade 8 and the head teachers and FGDs with students from twelve secondary schools was conducted, moreover, field notes and document analysis provided valuable data. The study findings from the qualitative content analysis showed a dismal condition of implementing SBA in Bangladesh. The study showed some distinct reasons posed challenges to implementing SBA. The study showed that there were teachers' insufficient orientation towards SBA, teachers' negative attitude towards SBA, teachers' heavy workloads, large class size, large contents of syllabus, no reflection of the marks of SBA in public examinations, lack of honesty and fairness in teachers, lack of validity and reliability of SBA as an assessment tool, poor socio-economic conditions of teachers, and the absence of monitoring and supervision by concerned authorities. This study also provided a comprehensive understanding of how teachers conceptualize and apply strategies of SBA in their classrooms, along with some recommendations and, hence, bears implications for the policy makers, teacher trainers, and other stakeholders involved in the Bangladeshi school education system and elsewhere

(Monteiro, et al. 2021) showed that the Students' and teachers' conceptions of assessment are important because they guide how teachers' assessments are implemented in the classroom and determine how students study. This multiple-case design study examined (1) how teachers and students view assessment, (2) how teachers assess their students' learning, and (3) the similarities and disparities that occur when students' and teachers' conceptions and teachers' practices of assessment are compared. The data of this study were obtained from five third grade classes, involving a total of five teachers and 82 students. The data were gathered through individual interviews with teachers and focus group discussions with students. The Classroom observations and documents of study were produced by the students (worksheets and tests) during Maths lessons were also analyzed. The study results of the content analysis of the data indicated that teachers mostly conceive assessment as being for improvement, while their assessment practices and students' conceptions focus on school and student accountability. The results obtained lead the study to suggest that students' conceptions of assessment are constructed from their classroom assessment experiences; the study also suggests that teachers

adopt conceptions of assessment inconsistent with their practices that allow them to work within social and contextual constraints.

(Nasrallah and Asabbighbarieh 2021) aimed to identify the attitudes of secondary school teachers in East Jerusalem towards employing alternative assessment strategies in teaching, according to gender variables, years of service, educational material, and the classes they teach. The study showed in order to verify the objectives of this study, the researchers used the descriptive analytical approach by adopting a questionnaire with some modifications to be made in line with the study, the number of its paragraphs reached (32) paragraphs distributed over three areas. The questionnaire was applied to a sample of (143) teachers male and female, from the study community consisting of (780) male and female teachers. The results of this study concluded that the attitudes of secondary school teachers in East Jerusalem towards employing alternative assessment strategies were positive and to a large extent, with the overall tool obtaining an arithmetic mean of (3.74), as well as the presence of statistically significant differences due to gender variables, years of service, educational material, and grades that were taught. The results showed positive statistical differences in favor of females with the variable of gender and for those with longer experience among teachers of the twelfth grade, The results showed positive statistical differences in favor of females with the variable of gender and for those with longer experience among teachers of the twelfth grade and in favor of teachers of other subjects over teachers of science, mathematics and languages.

(Al-Mustafa's, 2021) sought to ascertain the actuality of the use of alternative assessment techniques and tools by teachers of the second cycle of basic education, and the findings revealed the extent to which instructors of the second cycle of basic education used alternative assessment strategies. The findings also revealed that, statistically significant variations in average teacher scores for using alternative assessment procedures based on the kind of education variable in favor of special education. There were statistically significant variations in average teacher scores on the degree of their use of alternative evaluation methodologies based on academic qualification, favoring instructors with higher academic qualifications.

(Alotaibi, 2021) conducted a study aimed at revealing the level of activation of alternative assessment strategies in teaching mathematics courses in the middle and secondary stages in the city of Hail, as well as, identifying the obstacles to their application. The results showed that, the evaluation method using paper and pencil (tests, worksheets) is considered the most common by (84%) and came with a high practice rate. The results also showed the need for teachers to apply alternative assessment tools and came in a large percentage.

(Al-Durayham and Ali, 2022) also conducted a study aimed at investigating the reality of the use of alternative assessment methods by mathematics teachers in the intermediate stage, in Al-Kharj Governorate, KSA. The results showed that, the use of mathematics teachers for alternative assessment methods as a whole came to an average degree, and the use of the performance evaluation strategy, the concept maps strategy, and the achievement file strategy obtained a great degree of use, while the self-evaluation strategy, the peer evaluation strategy and the observation-based assessment strategy obtained a low degree of use. The results also showed that, the obstacles limiting the use of alternative assessment strategies by female teachers were all highly approved.

(Al-Khalafi, 2022) conducted a study with the aim of identifying the degree to which Islamic education teachers at the secondary stage in Sana'a City used alternative assessment strategies. The results of the study showed that, the degree of use of alternative assessment strategies by sample members in general was medium. Where the most used evaluation strategies are the paper and pen strategy, and the least used is the self-review strategy. It also showed that, there were no statistically significant differences between the average use of alternative assessment strategies by Islamic education teachers according to variables (gender, academic qualification, and teaching experience). It also showed that, there were statistically significant differences according to the variable of the type of school, and the difference came in favor of public school teachers, with the exception of the field of performance-based evaluation strategy, and the difference came in favor of private schools.

(Al-Naisan and Abdul Karim, 2022) conducted a study with the aim of knowing the teaching practices of alternative assessment methods applied in the reality of teaching religious science curricula for the intermediate stage, in Unaizah Governorate, KSA. The results showed that, the teaching practices of alternative assessment methods applied to teachers of forensic sciences in the intermediate stage, with regard to planning, are widely available. As for the method of evaluation with concept maps, self-evaluation, achievement file, and peer evaluation is available to a moderate degree.

(Al-Juaid, 2022) provided a study aimed at identifying the reality of science teachers' use of alternative educational evaluation methods at the primary stage. The results showed that the reality of the use of science teachers for alternative assessment methods in the primary stage came to a high degree. As well as, the results showed that, there were no statistically significant differences in the responses of the study sample about the

reality of the teachers' use of alternative assessment methods in science teaching attributed to the variables (scientific qualification, and years of experience). However, the finding showed an existence of statistically significant differences in the responses of the study sample attributed to the variable of training courses, and the differences came in favor of teachers who obtained training courses using alternative evaluation methods. (Issa, 2022) aimed to find out the degree of practice of faculty members in colleges and higher technical institutes of alternative assessment methods and identify obstacles to its implementation, in Libya. The results showed that, the practice of faculty members of alternative assessment methods was weak. In addition, the results showed that, there were no statistically significant differences in the responses of the sample due to the gender variable, and there were statistically significant differences in the responses of the sample members due to the variable of the type of educational institution, and came in favor of higher technical institutes.

(Mutiso and Odhiambo, 2022) aimed to evaluate teachers' preparedness for the implementation of alternative assessment in primary schools in Kenya. The location for this study was Matungulu Sub-County in Machakos County in Kenya. The study guided by three objectives, which aimed at determining teachers' knowledge and skills for the implementation of alternative assessment (AA), application of alternative assessment strategies at classroom level and teachers' perception for the implementation of AA. The study involved 32-schools with 32 Grade-3 teachers as respondents. The Qualitative method was applied using questionnaires. Findings indicated that grade three teachers had insufficient knowledge and skills hampering practice, the findings revealed that grade three teachers had near positive versus negative perception towards implementation of AA. The study showed that the teachers will be ready for the changing learning landscape towards competency-based education. The teacher's perception levels reveal an acceptable but not optimum level of readiness to manage education process within a self-regulated learning whose focus is on development of thinking skills more so critical thinking. The findings are supported by the fact that the three predictor variables had a positive and significant association with implementation of alternative assessment as denoted by their beta coefficients of 0.727, 0.709 and 0.641 respectively, with all having p values < 0.05. On this basis, it could be concluded that since perception is shaped by belief and experience, then the experience of teacher could be regarded as meaningful regarding AA. The study showed that the knowledge and skills, there are an element of knowledge; key issues are below threshold such as knowledge of portfolio and confidence in using AA. There could be a challenge for both teachers and learners in finding their reserve to flourish as they regulate their roles thus deeming the desire to be autonomous in learners learning and as critical thinkers. There is need for further training and getting all to know and understand their perception. The study result for education researchers is to build a theoretical basis for describing educational dispositions on alternative assessment practice. The results of this study do not provide a trend or pattern. Thus, the proposal for further research and thought in this area as the literature is also not conclusive.

(Kong and Yuen, 2022) showed the Alternative assessment aimed to increase the practicality and authenticity of assessment in university education and has been increasingly used during the pandemic, the implementation can be ineffective without considering students' needs and concerns in adapting to new assessment practices. The mixed-methods of the study applied an attitude-behavior-context model to examine students' perceptions about the implementation of alternative assessment. The study collected one hundred and thirteen questionnaires from students who experienced alternative assessment before the survey; six students were interviewed about their learning experience. The quantitative results of study revealed that the students' perceived context of alternative assessment directly influenced their learning behavior. The study showed that the students' attitudes towards alternative assessment partially mediated the relationship between their perceived context of alternative assessment and their learning behavior. The qualitative data of study analyzed using a deductive thematic approach, providing an in-depth interpretation of students' understanding and awareness of perceived teacher support and expectations about alternative assessment at the university. The study showed that the semi-structured interview found that although students positively viewed the alternative assessment as an authentic task that help developing their higher-level thinking skills, the effectiveness of the assessment was weakened by the insufficient support and monotonous types of the assessment.

(Williams, 2022) The study showed an increasing understanding that assessment is an integral part of teaching and learning and the teachers are largely not adequately prepared for their assessment responsibilities, there is a need for the study on what teachers need to improve their assessment practices. The study showed that to determine what Jamaican secondary school teachers need, this mixed methods study was conducted to describe the assessment tools and strategies used by secondary school teachers of various subjects and in different types of schools as the basis for future interventions. The data of this study collected from a survey of 1088 secondary school teachers of varying subjects and school types and further explored through interviews and observations of 32 teachers of English. The analysis of the study data using the descriptive statistics and ANOVA in the quantitative phase revealed that secondary school teachers primarily used traditional assessment tools and

strategies, particularly tests, despite school type. The study showed that the Pattern coding and pattern matching in the qualitative phase confirmed these results. The findings of the study also revealed statistically significant differences in the frequency of use of traditional and alternative assessment tools and strategies based on the subject the teachers taught, also the qualitative explorations revealed that school policies that require a quota of grades and state or express positive attitudes towards tests influenced teachers despite school type to use traditional methods. The findings of the study imply that school administrators need to implement supportive school-level policies and display positive attitudes toward alternative assessments to maximize the use of assessment to improve learning.

(Ullah, 2023) studied Assessment skills were an essential part of the assessment in the classroom for effective learning, the skills influence on practices of teachers for classroom assessment. The study evaluated the perceived competence and assessment practices of secondary school teachers regarding assessment. The study employed the quantitative way to gather data from the participants. The sample of the study selected through multistage sampling, where at the first stage, schools were chosen through ratio sampling and at a later stage, the teachers from each school were selected through convenient sampling, only hundred (N=100) teacher at the secondary school level were selected from public and private schools. The data of the study was collected by visiting the schools through survey questionnaire. The data was analyzed using inferential statistics, including association between variables and mean differences. The results of the study indicated a positive relationship between assessment skills and assessment practices. The study concluded that teachers should know about assessment skills and assessment practices to evaluate the students learning in the classroom for better academic results. The study recommended that school directors should arrange a training workshop for the teachers to increase their knowledge and skills in assessment practices in the classroom.

(Ponomarenko, et al. 2023) showed that an according to the requirements of the labor market, a modern specialist with higher education must communicate in a foreign language in his professional field, i.e. be able to communicate in a foreign business language. The study showed that within the framework of the competency-based approach, teaching a professional business foreign language involves the use of not only practice-oriented teaching methods and technologies, but also alternative forms and methods for assessing students' learning activities. The purpose of this study is to identify the impact that the use of alternative assessment has on the development of business English skills in non-linguistic university students. The study involved (96) undergraduate students of Vyatka State University studying in the areas of training "Biology", "Biotechnology", "Chemistry" and "Chemical Technology". The study showed that the development of business English skills is based on the "assessment as learning" approach, this assessment is based on practice-oriented forms and methods: Case Study, electronic portfolio (iPortfolio), pair work (They Create Activity), mock job interview, reports (Reports) in the form of formal letters. The statistical processing of the study results showed, the χ^2 -Pearson test was used. The results of this study showed that the number of students in the experimental group with a low level of development of business English skills decreased from 37.5% to 4.2%, with an average level decreased from 50% to 41.7%, with a high level increased from 12.5% to 54.1%; $\chi^2 = 18.006$, $p \leq 0.05$. The study concluded that the significance of the study lies in the "assessment as learning" approach used to solve the problem of developing business English skills and abilities among students. The study showed that this approach provided not only conditions for the development of speech and business English skills, but also for the development of critical thinking, creativity, and cooperation.

(Superville, 2023) investigated teachers' perceptions about the use of alternative assessment in the virtual classroom. The population of this study selected for this cross-sectional survey was teachers from five (5) schools in Trinidad and Tobago. The purposeful sampling was used to select the participants and the instrument used was a questionnaire comprising closed and open-ended items. The study findings revealed that teachers are aware of alternative assessment and they utilized some alternative assessment strategies during the pandemic. The study showed that the teachers acknowledged the need for them to develop additional competencies and be provided with the necessary resources to effectively utilize alternative assessment. The study suggested that more professional development workshops should be conducted in schools and that teacher training institutions consider revising their approach to the teaching of student assessment, further the study should be conducted to determine if alternative assessment is being used as face-to-face/in person teaching has resumed.

Finally, in the Kingdom of Saudi Arabia, the Education and Training Evaluation Commission emphasized planning the evaluation process in accordance with the objectives of education, diversifying evaluation tools to take into account individual differences between learners and their learning styles, and employing the results of evaluation to develop the educational system (Education and Training Evaluation Commission, 2018). Due to the importance of using alternative assessment strategies and tools in teaching, many studies have been interested in this topic, including the study of (Al-Duraiham and Ali, 2022; Al-Shahrani and Al-Ghamdi, 2022;

Al-Masry and Shrair, 2021), as it represents modern trends in evaluation, uses quantitative and qualitative methods, and represents a realistic evaluation of performance. Therefore, midterm and final exams in our education are the only and main means of evaluating students' progress and academic achievement. Where, the main problem is that the student does not know about his result or academic level until after the end of learning. Therefore, there will be no opportunity for him to re-learn the competence or skill that the results of the evaluation indicated that he did not master by him (Abboud, 2016). In view of the importance of the use of primary school teachers for alternative assessment strategies and tools in teaching, this research came to reveal the reality of the use of primary grade teachers of alternative assessment strategies and tools in the evaluation process in primary public education schools in Hail.

Methods and tools:

The descriptive survey techniques was employed in the research to fulfill the aims of analyzing and describing the reality of the usage of primary grade instructors for alternative assessment strategies and tools in public education schools in Hail, based on data acquired from the sample.

Study Community:

The study community consisted of all (853) primary school teachers in the government primary public schools in the city of Hail, distributed over (122) primary schools, in three education offices in the city of Hail, which are as follows: (302) primary school teachers in (38) primary schools affiliated to the South Education Office, (292) primary school teachers in (46) primary schools affiliated to the East Education Office, and (255) primary school teachers in (38) primary schools.

Study Sample:

The study tool was given (electronically) at random to members of the study sample of primary school teachers at public primary schools in Hail. After the researcher visited primary schools and distributed the research link to teachers via school administration, with the goal of collecting data, and after application and withdrawal of the sample members' responses, it was discovered that the number of responses had reached (307) by (35.99%) of the total community. Thus, the sample size is 307 teachers; table (1) shows a description of the study population, its sample, and the percentage of the population sample.

Table (1): The description of the members of the study community and its sample

Number of responses (sample members)		Total number of community members in each education office from primary grade teachers	Number of primary schools for girls in Hail city	Public Education Offices in Hail
Sample members from the total population(%)	Respondents			
35.43	107	302	38	Southern Education Office
38.17	113	296	46	Eastern Education Office
34.12	87	255	38	Northern Education Office
35.99	307	853	122	total

1-Distribution the sample according to the variable of academic qualification:

Table (2) shows that, (87.9%) of the research sample members hold a bachelor's degree, which is the highest percentage of the respondents, and (12.1%) of the respondents hold a master's degree.

Table (2): Distribution of Sample Members According to Academic Qualification Variable

Qualification	Number	Percentage
Bachelor	270	87.9
Master	37	12.1
Total	307	% 100

2-Distribution the sample according to years of teaching experience:

Table (3) shows that, (16.6%) of the research sample members have less than (5 years) teaching experience with a total number of (51) teachers. As well as, (25.4%) of the research sample members have teaching experience between (5 to 10 years) with a total number of (78) teachers. Nevertheless, the percentage of research sample members whose teaching experience exceeds (10 years) has reached (58%) of the total respondent sample with a total number of (178) teachers, which is the largest Responsive ratio.

Table (3) Distribution of Research Sample Members According to the Years of Teaching Experience

Years of Experience	Number	Percentage
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<55	51	16.6
5-10	78	25.4
>10	178	58.0
Total	307	% 100

3-Distribution the sample according to the variable of training courses:

Table (4) shows that only (6.2%) of the research sample has less than (3) training courses, and that (30.6%) of the research sample members have (3-6) training courses. While, the percentage of those who have more than (6) training courses has reached (63.2%) of the total members of the respondent sample, which is the highest percentage.

Table (4) Distribution of Sample Members According to the Variable Number of Training Courses

Number of training courses	Number	Percentage
<3	19	6.2
3-6	94	30.6
>6	194	63.2
total	307	% 100

Research tools:

In order to reveal the reality of the use of primary grade teachers for alternative assessment strategies and tools in public education schools in the city of Hail, as well as, to answer the research questions, a tool has been prepared and designed to collect research data, and it was represented in (questionnaire)

The sincerity of the research tool:

The sincerity of the tool was confirmed by calculating the apparent honesty (the sincerity of the arbitrators). The sincerity of the internal consistency of the paragraphs of the tool (the sincerity of construction), and the stability of the research tool as follow:

Virtual honesty of the tool: (Honesty of arbitrators)

To ensure the sincerity of the research tool, it was presented to (13) arbitrators from faculty members specializing in curricula and teaching methods, as shown in the arbitrators', for them to express their views on its axes and benefit from their opinions on the scope and appropriateness of the research topic. In addition to how closely each subparagraph is related to its axis and to the tool as a whole. Furthermore, the tool's paragraphs' linguistic and scientific construction, as well as the amount to which the tool's axes and paragraphs incorporate the research topic, and its appropriateness to achieve its aims.

In light of the opinions and suggestions of the arbitrators, some paragraphs of the tool were redrafted, and paragraphs (6, 7, 9, 11, 17, 19, 29, and 36) were deleted from the first axis to repeat their content in other paragraphs with the same axis. While paragraphs no. 1, 7, 8 and 14 of the second axis were also deleted to repeat their content in other paragraphs in the same axis according to the agreement of the arbitrators' opinions. The tool became in its final form as follows:

The first axis: the reality of the use of primary school teachers for alternative evaluation strategies in primary public education schools in the city of Hail, and falls under this axis (34) sub-paragraphs.

The second axis: the reality of the use of teachers of primary grades of alternative assessment tools in primary public education schools in the city of Hail, and this axis includes (22) sub-paragraphs.

The honesty with which the research tool was developed:

After confirming the (virtual) honesty of the research tool, the Pearson correlation coefficient was calculated to find out the sincerity of the internal consistency (construction truthfulness) of the tool. As the research tool was applied to an exploratory sample of (14) primary grade teachers from the original research community, and outside the main sample, in the first week of the second semester, the correlation coefficient was calculated between the degree of each tool's paragraph and the total degree of the axis to which it belongs, which is As follows:

The first axis: the degree to which primary school teachers use alternative assessment strategies in primary general education schools in Hail- Table (5).

Table (5): Pearson's correlation coefficient between each paragraph and the total score of the alternative assessment strategies axis

Axis	Paragraph	Correlation coefficient	Paragraph	Correlation coefficient
Use alternate assessment strategies	1	0.629**	18	0.368**
	2	0.632**	19	0.678**
	3	0.722**	20	0.730**
	4	0.629**	21	0.743**
	5	0.725**	22	0.756**
	6	0.626**	23	0.707**
	7	0.598**	24	0.665**
	8	0.641**	25	0.723**
	9	0.790**	26	0.730**
	10	0.746**	27	0.608**
	11	0.679**	28	0.745**
	12	0.705**	29	0.580**
	13	0.654**	30	0.670**
	14	0.746**	31	0.432**
	15	0.598**	32	0.696**
	16	0.621**	33	0.721**
	17	0.764**	34	0.612**

**function at significance level (0.01).

*function at significance level(0.05)

The correlation coefficients between the paragraphs and the overall degree of the axis of employing various assessment procedures in teaching are shown in Table (5) to be between 0.368 and 0.790. Which are high values indicating that each paragraph is consistent with the total degree of the axis, and that all correlation coefficients between each paragraph and the axis to which the paragraph belongs were positive and statistically significant at the level of (0.01), and statistically significant at the level of (.05)

The second axis: the degree of use of primary school teachers for alternative assessment tools in primary public education schools in Hail, as shown in Table (6).

Table (6): Pearson's correlation coefficient between each paragraph and the total degree of the alternative assessment tools axis

Axis	Paragraph	Correlation coefficient	Paragraph	Correlation coefficient
Use alternative assessment tools	1	0.677**	12	0.760**
	2	0.678**	13	0.237**
	3	0.663**	14	0.755**
	4	0.638**	15	0.700**
	5	0.790**	16	0.709**
	6	0.807**	17	0.794**
	7	0.710**	18	0.762**
	8	0.736**	19	0.797**
	9	0.745**	20	0.689**
	10	0.792**	21	0.774**
	11	0.753**	22	0.437**

**Function at significance level (0.01)

*function at significance level.(0.05)

The correlation coefficients between each paragraph of the axis of employing alternative assessment instruments in teaching and the overall degree of the axis vary between 0.237 and 0.807, which are high values, as shown in Table (7). This indicates that the consistency of each paragraph with the total degree of the axis was positive and statistically significant at the level of (0.01), and statistically significant at the level of significance (0.05).

The correlation coefficient of each axis with the total degree of the instrument

Table (7): Correlation coefficients (Questionnaire axis) with its total degree

Axis	Correlation coefficient
The first axis: the use of alternative assessment strategies	0.970**
Second Theme: Using Alternative assessment Tools	0.943**

**Function at significance level (0.01), *function at significance level.(0.05)

Table (8) shows the values of the correlation coefficients of each axis of the tool with the total degree (for the tool as a whole), all of which were positive and statistically significant at the level of (0.01), and the level of significance (0.05). This indicates that all paragraphs of the tool were honest and measure the goal for which they were developed.

The stability of the tools:

The stability of the search tool was confirmed using Cronbach's Alpha equation, after applying the tool to an exploratory sample consisting of (14) primary grade teachers from the original population for research from outside the sample in the first week of the second semester - Table (8) shows the stability coefficients according to the Cronbach's alpha equation for the tool's axes.

Table (8): Values of stability coefficients according to the Cronbach's alpha equation for the axes of the search tool

Axis	Cronbach's alpha coefficient
Use of alternative assessment strategies	0.961
Use alternative assessment tools	0.953
The scale as a whole	0.975

Table (9) shows the values of the coefficients (Cronbach's Alpha) for the axes and paragraphs of the tool for using alternative assessment strategies and tools in teaching. As well as, the total degree of general stability of the questionnaire as a whole was (0.975), which are high values, which reassures that the resolution has a high degree of stability.

Study Results:

The first question: What is the degree to which primary school teachers use alternative assessment strategies in primary public education schools in Hail?"

To answer this question, the arithmetic mean and standard deviations of the responses of the sample members about the reality of the use of primary grade teachers for alternative evaluation strategies in public education schools in Hail were calculated, and the results were as shown in Table (9), which are as follows:

Table (9): The Mean and standard deviations of the responses of the sample on the reality of the use of primary grade teachers for alternative evaluation strategies in public education schools in Hail

N	paragraph	Mean	Standard deviation	Degree of use	Order
6	I encourage students to dialogue and discuss through groups in different learning situations	4.22	0.805	Very high	1
15	Give the students enough time before answering the question	4.19	0.758	High	2
25	Present the achievements of individual students to their classmates to evaluate them objectively	4.09	0.887	High	3
2	I use open dialogue during teaching to evaluate the performance of students	4.08	0.767	High	4
29	Diversify the tests to include the cognitive, emotional and skill aspects of the students	4.08	0.818	High	5
16	Use oral competitions to assess the level of students	4.07	0.864	High	6
19	Ask questions that help students think reflectively when evaluating their work	4.07	0.877	High	7
11	Use automatic observation to assess the behavior of students through (watching and listening)	4.03	0.762	High	8
33	Use written tests to evaluate students' acquisition of educational outcomes	4.02	0.824	High	9
7	Provide instant structured feedback during the implementation phase of learning tasks	4.01	0.882	High	10
13	Use verbal communication assessment in the evaluation of students	4.00	0.822	High	11
34	Use quizzes to measure students' understanding of basic concepts	4.00	0.842	High	12
3	Use demonstrations (role play, interactive presentation) to evaluate the performance of students	3.99	0.886	High	13
21	Employ the results of self-evaluation to improve the students' achievement level	3.98	0.850	High	14
23	Use self-assessment results to provide feedback	3.97	0.868	High	15
30	A variety of test questions (essay, objective)	3.97	0.925	High	16
12	Use observation results to enhance the learning progress of female students	3.96	0.835	high	17

24	Use peer evaluation to take into account individual differences between students	3.96	0.921	High	18
20	set clear criteria for students when conducting self-evaluation of the tasks required of them	3.95	0.910	High	19
22	Predetermine for the students the educational outcomes to be reached through self-evaluation	3.93	0.919	High	20
32	Analyze the results of the tests to find out the strengths and points that need to be strengthened in the students	3.92	0.852	High	21
17	Use the self-evaluation strategy to evaluate the performance of students	3.92	0.960	High	22
10	Use structured observation to assess students' behaviors and attitudes during the lesson implementation process	3.91	0.929	High	23
28	I direct the students to exchange their roles while participating in various activities	3.90	0.808	High	24
26	Provide students with simulations and clear criteria to help them judge the work of their classmates	3.88	0.836	High	25
5	Use practical performance evaluation to illustrate an idea (doing an experiment, doing educational activities).	3.88	0.910	High	26
1	Use performance-based alternative assessment strategies in teaching	3.80	0.852	High	27
8	Take notes about students in note cards on a daily basis.	3.78	0.943	High	28
9	Adopt simulations and specific criteria while using the observation strategy in evaluating students	3.77	0.962	High	29
4	Assign students to explain some simple topics (telling a story, or an idea) to evaluate their performance	3.72	1.010	High	30
14	Use interviews to evaluate students' performance	3.69	0.970	High	31
31	Use essay tests and leave students free speech	3.64	1.126	High	32
27	Students' ways to use cross-correction to correct their peers' homework	3.59	0.967	High	33
18	Aspects of female students in self-evaluation and correct their mistakes using the educational material in the textbook	3.28	1.202	Medium	34
	Overall average	3.92	0.591	High	

Table (9) reveals that the arithmetic mean of the study sample's responses on the degree of usage of primary grade teachers for alternative assessment procedures in primary public education institutions in Hail ranges from (4.22-3.28). Whereas paragraph No. (6), which states "encouraging students to dialogue and discussion through groups in various learning situations," had the highest arithmetic mean (4.22), indicating a very high degree of utilization. While most of the paragraphs came with high degrees of use. While, paragraph No. (18) Which states "the aspects of students in evaluating their self-performance and correcting their mistakes using the educational material in the textbook" where she obtained the lowest arithmetic average and its value (3.28) and an average approval score.

Table (9) also shows that the total paragraphs obtained an arithmetic mean of (3.92), a standard deviation of (0.591), and a high degree of use. This indicates that, the use of primary grade teachers for alternative assessment strategies in primary public education schools in Hail city was high. The result of this question was consistent with the results of the study of (Al-Juaid, 2022; Al-Zoabi, 2019 ; Al-Mundhriya and Al-Riyami, 2020), which showed in its results that the use of male and female teachers of alternative assessment strategies in evaluating the performance of students in the various stages of public education has come with a high degree of use. While, the result of this question differed with the results of the study by (Abu Rezeq and Taha, 2018), the study of (Al-Mustafa, 2021; Al-Durayhim and Ali, 2022; Al-Thubaiti, 2020 ; Al-Khalafi, 2022 ;Al-Nisan and Abdul Karim, 2022), which showed in its results that, the use of male and female teachers of alternative assessment strategies in evaluating the performance of students in the different stages of public education came with an average degree of use. (Essa, 2022) showed in its results that the practice of faculty members of alternative assessment methods was poor.

This outcome might be related to the fact that certain primary school instructors got school measurement and evaluation training, allowing them to use different assessment methodologies, some primary school teachers' efforts to shift the old pattern of evaluation and apply innovative evaluation procedures that contribute to the development of students' personalities and increase their enthusiasm to study. This is also ascribed to the Ministry of Education's aim in increasing the abilities of teachers and professional instructors to employ alternative assessment methodologies in evaluating student performance, because it gives a true evaluation of learning development. This is in keeping with educational trends.

The researcher may also attribute the fact that paragraph No. (18), which states "the aspects of students in evaluating their self-performance and correcting their mistakes using the educational material in the textbook", on a medium degree of use, to the fact that the primary grades stage needs more awareness in the standards and simulation of self-evaluation, and that students at this stage need more care and attention than other school stages.

The second question: What is the degree to which primary school teachers use alternative assessment tools in primary general education schools in Hail?

To answer this question, the arithmetic means and standard deviations of the responses of the sample members about the degree of use of primary grade teachers for alternative assessment tools in primary general education schools in Hail were calculated, and the results were as shown in Table (10), which are as follows:

Table (10): Arithmetic means and Standard Deviations of the Responses of Respondents on the Degree of Use of Primary Grade Teachers for Alternative Assessment Tools in General Education Primary Schools in Hail

No.	Paragraph	Mean	Standard deviation	Degree of use	Order
1	Use watch lists to estimate a particular process or outcome in the evaluation of students	4.07	0.854	High	1
3	Use grading scales to evaluate the work of students on meals and activities	4.01	0.849	High	2
18	Introduce different models of conceptual maps to deepen students' understanding of the subject of the lesson	4.01	1.018	High	3
4	Use the verbal grading scale in the evaluation of students	3.99	0.915	High	4
5	Use the numerical grading scale in the evaluation of students	3.90	0.889	High	5
14	Students' orientations towards carrying out creative activities that are saved in the student's achievement file	3.90	0.997	High	6
17	Use conceptual maps to illustrate and correct misconceptions among students	3.90	1.020	High	7
22	Direct students to choose some appropriate concepts for conceptual maps	3.89	0.735	High	8
10	Use the checklist to help students evaluate their work	3.88	0.889	High	9
21	Ask students to relate concepts and find a relationship between them	3.88	1.058	High	10
16	Discuss with the students the contents of the achievement file before setting the general grade	3.88	1.106	High	11
12	Predetermine the simulation and criteria for judging the achievement file	3.86	0.873	High	12
19	Employ conceptual maps in the diagnostic evaluation process	3.85	1.032	High	13
20	Employ conceptual maps in the process of structural evaluation	3.85	1.079	High	14
11	Use the achievement file to evaluate the performance of students	3.83	0.885	High	15
7	Encourage students to keep a record of the progress of learning	3.83	0.914	High	16
8	Write down in the learning flow description record what the students learned	3.81	0.981	High	17
6	Use the learning progress description record in the evaluation of students	3.80	0.941	High	18
15	Use achievement profiles as a way to judge the level of achievement and progress of students	3.76	1.149	High	19
9	Use the story log to describe the students' verbal or practical behavior	3.74	0.985	High	20
2	Use laboratory reports to evaluate the work of students on activities in the laboratory	3.69	0.965	High	21
13	Direct students to save and document their work in the achievement file to judge their work	3.07	0.377	Medium	22
Overall mean		3.84	0.668	High	

Table (10) shows that the arithmetic means of the responses of the sample members about the degree of use of primary grade teachers for alternative assessment tools in primary public education schools in the city of Hail ranged between 3.07 and 4.07. Where, most of the paragraphs got a high degree of use and the highest paragraph (1), which states "Use monitoring lists to estimate a particular process or product in the evaluation of students" where I got the highest arithmetic mean and its value (4.07), with a high degree of use and most of the paragraphs got a degree of use. While, paragraph No. (13), which states "the faces of students to save and document their work in the achievement file to judge their work", obtained the lowest arithmetic average and its value (3.07) and an average degree of use. Table (10) also shows that the total paragraphs of the axis of using alternative assessment tools in teaching obtained an arithmetic mean of (3.84), a standard deviation of (0.668), and a high degree of use. This indicates that, the use of primary grade teachers for alternative assessment tools in primary public education schools in Hail city was high.

The results of this question was consistent with the results of the study of (Ngrahani *et al.*, 2018; Alotaibi, 2021; Al-Zoabi, 2019; Al-Juaid, 2022; Al-Mandhriya and Al-Riyami, 2020), which showed in its results that, the degree of use of alternative assessment tools by male and female teachers in public education schools in different academic stages came with a high degree of use. The results of the study of (Al-Duraiham and Ali

2022) also showed that the teachers' use of concept maps and the achievement file came with a high degree of use. While the results of this question differed from the results of the study of (Al-Thubaiti, 2020), which showed in its results that the extent of knowledge and practice of alternative assessment tools among the research sample came with a low degree of knowledge and practice. As well as, the study of (Al-Naisan and Abdul Karim 2022), which showed in its results that the teaching practices related to the use of the evaluation method with concept maps and the achievement file are available to a medium degree.

The use of evaluation tools by most primary school teachers to a high degree may be attributed to their awareness of the importance of using them in evaluating the performance of students due to their impact on consolidating the educational material in their minds. As well as, the use of verbal and numerical grading scales allows the participation of a large number of students in the evaluation process. As a result of which it helps the teacher and the student to know the strengths to strengthen them, and weaknesses to develop remedial plans for them and work to correct them.

The results of this question is also attributed to the fact that some teachers have received training courses in the use of alternative assessment tools and have the desire to apply them in the evaluation of students of this stage so that the evaluation is real. Also, it may be attributed the reason why paragraph No. (13), which states "the faces of students to memorize and document their work in the achievement file to judge their work" to the belief of some primary school teachers that their use of the achievement file may constitute an additional burden on some teachers. The results of the research, after calculating the arithmetic means, standard deviations, the degree of approval and ranking on the tool as a whole, indicated the fact that the primary grade teachers used alternative assessment strategies and tools in public education schools in Hail, all of which came with a high degree of use, as shown in Table (11), which are as follows:

Table (11): Arithmetic means and Standard Deviations of the Responses of Respondents on the Reality of Using Primary Grade Teachers for Alternative Assessment Strategies and Tools in public Education Schools in Hail City

axis	Mean	Standard deviation	Degree of use	Order
Use alternate assessment strategies	3.92	0.591	High	1
Use alternate assessment tools	3.84	0.668	High	2
Use alternative assessment strategies and tools	3.89	0.596	High	

Table (11) shows that alternative assessment strategies obtained an arithmetic mean of (3.92), a standard deviation of (0.591) with a high degree of use, and alternative assessment tools obtained an arithmetic mean of (3.84), a standard deviation of (0.668) and a high degree of use as well. The table also shows that, the total axes obtained an arithmetic mean of (3.89) and a high degree of the use and this indicates that, the use of primary school teachers for alternative assessment strategies and tools in public education schools in Hail city was high.

This result was in agreement with the results of the study by (Nugrahani et al., 2018; Al-Zoabi, 2019; Al-Juaid, 2022; Al-Mandhriya and Al-Riyami, 2020; Alotaibi, 2021), which showed in its results that, the use of alternative assessment strategies and tools by teachers in evaluating students' performance in different stages of public education was highly used. While, this result differed with the results of the study of (Abu Rezeq and Taha, 2018; Al-Mustafa, 2021; Al-Durayhim and Ali, 2022; Al-Thubaiti, 2020; Al-Khalafi, 2022; Al-Naisan and Abdul Karim, 2022), which showed in its results that, the use of teachers of alternative assessment strategies in evaluating the performance of students in the various stages of public education came with a medium degree of use.

This outcome might be due to the fact that certain primary school instructors have completed school measurement and assessment training courses. Courses on the use of new teaching tactics were also provided, allowing them to employ alternative assessment methodologies and technologies to a high degree. This is also due to primary school teachers' knowledge of the significance of this stage in education as the foundation stage for future school stages. However, at this stage, these students require a true evaluation that develops their educational abilities, which explains the Ministry of Education's interest in developing Teachers' professional skills to use alternative assessment strategies and tools in evaluating student performance, because they provide a true evaluation of the progress of the student's learning process, which is in line with modern educational trends.

The third question: "Are there statistically significant differences in the level of practice of primary grade teachers for alternative assessment strategies and tools according to variables (years of experience, academic qualification, and training courses) for the sample"?

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Distribution according to the years of experience of the teacher

The arithmetic means and standard deviations of the levels of practice of the primary grade characteristics of various assessment procedures and instruments were computed to answer this issue, and the findings are displayed in Table (12):

Table (12): Arithmetic means and Standard Deviations of the Levels of Practice of Primary Grade Teachers for Alternative Assessment Strategies and Tools by Years of Experience Variable

axis	Years of Experience	No.	Mean	Standard deviation
Use alternate assessment strategies	<5	51	3.88	0.552
	5-10	78	3.87	0.530
	>10	178	3.96	0.628
Use alternate assessment tools	<5	51	3.78	0.574
	5-10	78	3.83	0.584
	>10	178	3.85	0.727
Use alternative assessment strategies and tools	<5	51	3.84	0.520
	5-10	78	3.85	0.521
	>10	178	3.92	0.646

Table (12) shows the arithmetic means and standard deviations of primary grade teachers' levels of practice for various assessment techniques and tools on the tool as a whole based on the variable of number of years of teaching experience.

The number of years of experience (more than 10 years) ranked first with an arithmetic mean (3.92) and a standard deviation of (0.646). While, the number of years of experience between (5 to 10) years, an arithmetic mean (3.85) and a standard deviation of (0.521) came in second place. Nevertheless the number of years of experience was less than (5 years), with an arithmetic mean (3.84) and a standard deviation (0.520). To find out the significance of these differences, a one-way ANOVA test was conducted to find out the significance of the differences between more than two independent groups, and the results were as shown in Table (13).

Table (13): One-way ANOVA test to find out the significance differences in the levels of practice of the primary grade parameters for alternative assessment strategies and tools according to the variable of years of experience

axis	Contrast source	Sum of squares	df	Mean squares	F	Significance level
Use alternate assessment strategies	Between groups	0.525	2	0.262	0.749	0.474
	Inside groups	106.534	304	0.350		
	total	107.059	306			
Use alternate assessment tools	Between groups	0.196	2	0.098	0.219	0.804
	Inside groups	136.391	304	0.449		
	total	136.588	306			
Use alternative assessment strategies and tools	Between groups	0.338	2	0.169	0.475	0.622
	Inside groups	108.238	304	0.356		
	total	108.576	306			

It is clear from Table (13) that, the values of the significance levels were greater than (0.05) in all axes of the study, which indicates that there are no statistically significant differences in the levels of practice of the primary grade teachers for the alternative assessment strategies and tools due to the variable of years of experience. Also, this indicates the similarity of the levels of practice of the primary grade teachers for alternative assessment strategies and tools, regardless of their experience. This result agreed with the result of the study of (Abu Rezeq and Taha, 2018; Al-Thubaiti, 2020; Al-Khalafi, 2022; Al-Juaid, 2022), which showed in its results that, there were no statistically significant differences in the degree of use of teachers for alternative assessment strategies and tools according to the variable (teaching experience) from the point of view of the study sample. While, this result differed from the results of the study of (Mutiso and Odhiambo, 2022; Al-Mandhriya and Al-Riyami, 2020; Al-Zoabi, 2019; Ibrahim, 2017), which showed in its results that, there are statistically significant differences in the use of alternative assessment strategies and tools by teachers according to the teaching experience variable. This result may be attributed to the Ministry of Education's interest in developing the skills of pre- and post-service primary school teachers.

Distribution according to the variable of academic qualification

To answer this question, the (Independent-Samples T test) was used to determine the significance of differences in primary grade teachers' levels of practice for alternative assessment strategies and tools based on scientific qualification, and the results are shown in Table (14):

Table (14): Results of the (Independent-Samples T test) to find out the significance of the differences in the levels of practice of the primary grade teachers for alternative assessment strategies and tools according to the academic qualification variable

axis	Qualification	No.	Mean	SD	T value	df	Significance level
Use alternate assessment strategies	Bachelor	270	3.96	0.606	3.247	305	0.001
	Master	37	3.63	0.362			
Use alternate assessment tools	Bachelor	270	3.87	0.681	2.605	305	0.010
	Master	37	3.57	0.496			
Use alternative assessment strategies and tools	Bachelor	270	3.93	0.611	3.108	305	0.002
	Master	37	3.61	0.363			

Table (14) clearly shows that the significance levels were less than (0.05) in all axes of the investigation. This suggests that the variable of scientific qualification causes statistically significant variations in the levels of practice of primary grade teachers for alternative assessment methodologies and instruments. The arithmetic averages revealed that these differences favored teachers with a bachelor's degree, implying that the practice of primary grade teachers with bachelor's degrees for alternative assessment strategies and tools was greater than the practice of primary grade teachers with master's degrees. The results agreed with the results of (Al-Mustafa 2021) study, which showed in its results that, there are statistically significant differences between the average scores of teachers on the degree of their use of alternative assessment strategies according to the scientific qualification variable. While, this result differed with the results of the study of (Al-Khalafi, 2022; Al-Juaid, 2022), which showed in its results that there were no statistically significant differences between the average scores of teachers about their use of alternative assessment strategies and tools according to the scientific qualification variable.

This outcome may be ascribed to the fact that instructors with a bachelor's degree have attended training courses in the use of different evaluation methodologies as part of their professional development. This is because newly hired instructors with a bachelor's degree are more excited about teaching and eager to employ evaluation tools to establish their worth. Also, attributes this to the fact that the percentage of research sample members who hold a bachelor's degree is (270) teachers, and the percentage of research sample members who hold postgraduate studies (37) teachers, which contributed to the differences in favor of the research sample of those who have a bachelor's degree.

Distribution according to the variable of training courses

To answer this question, the "Kruskal-Walls" test was used to find out the significance of the differences of the primary grade teachers' levels of practice for the alternative assessment strategies and tools according to the variable of training courses, the results were as shown in Table (15):

Table (15): Results of Kruskal-Walls test to indicate differences in the levels of practice of primary grade teachers for alternative assessment strategies and tools according to the variable of training courses.

Axis	Training Courses	No.	Average ranks	Kruskal Wells	df	Significance level
Use alternate assessment strategies	<3	19	82.66	33.110	2	0.000
	3-6	94	125.10			
	>6	194	174.99			
Use alternate assessment tools	<3	19	95.45	26.109	2	0.000
	3-6	94	126.64			
	>6	194	172.99			
Use alternative assessment strategies and tools	<3	19	86.68	32.191	2	0.000
	3-6	94	124.39			
	>6	194	174.94			

Table (15) shows that the values of the significance levels were less than (0.05) in all axes of the study, indicating that there are statistically significant differences in the levels of practice of primary grade teachers for alternative assessment strategies and tools attributed to the variable of training courses. The averages of the rankings were discovered to increase with the number of training courses gained, indicating that the use of alternative assessment procedures and instruments by primary grade teachers increases with the number of training courses obtained.

This conclusion corresponded with the findings of (Ibrahim, 2017) study, which found statistically significant variations in average teacher scores on the degree of usage of alternative evaluation procedures based on training course variable. This outcome may be ascribed to the Ministry of Education's concern in enhancing elementary school teachers' abilities and professional development through training courses and workshops. The Ministry of Education's educational initiatives increased teachers' awareness in obtaining these courses

and using them in developing the education process, because the more training courses obtained by primary grade teachers, the greater the degree of their use of alternative assessment methods and tools in teaching.

Recommendations

- Paying attention to pre-service teachers and training them to use alternative assessment strategies and tools in evaluating the performance of students.
- Supporting primary school teachers and encouraging them to participate in training programs on alternative assessment strategies and tools.
- Reducing the number of students per class so that the primary grade teacher can use alternative assessment strategies and tools efficiently and effectively.
- Holding training courses and workshops within the school to develop the skills of primary school teachers on the use of alternative assessment strategies and tools.
- Giving greater attention to primary school teachers in terms of creating appropriate conditions to help them use alternative assessment strategies and tools in the process of evaluating students.
- Benefiting from the results of this research in developing the skills of primary grade teachers, using alternative assessment strategies and tools.
- Paying attention to parents of students and raising their awareness of the importance of using alternative assessment strategies and tools in evaluating students' performance.

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