

RESEARCH ARTICLE

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The Adequacy of Algerian Educational Evaluation Methods In Achieving Objectives in Light of Modern Trends

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Abstract:

This study aims to uncover the shortcomings of the evaluation methods used in the Algerian educational system. The research employs the descriptive method by reviewing the studies that address the subject from different aspects; Youcef Khenich's study (2005), Ben Si Massoud Loubna's study (2007-2008), and Aouarib and Mahdjar's study (2015). Additionally, the study analyses the Ministerial Circular No. 2039-05 of March 13, 2005, which outlines the characteristics of the evaluation practices in the Algerian educational system. Through this circular, the clear existence of weaknesses and the failure to keep pace with recent developments in this field are established. The conclusion drawn is the need to review the entire Algerian evaluation system from cost to outcomes. As a solution, this study proposes an alternative and modern approach; alternative educational evaluation, with its distinct characteristics, benefits, functions, and strategies, as a natural means to achieve the desired outcomes of the educational learning process.

Keywords: Educational evaluation, alternative educational assessment, performance evaluation, achievement tests.

1. Introduction

Evaluation is an essential pillar in any educational system. It is a tool for determining the extent to which goals are achieved and identifying individual differences between learners. It contributes to helping teachers diagnose the weaknesses and strengths of learners and make decisions related to their transition and guidance. It is also the means through which it is possible to identify the appropriateness

of programs for individual needs, and to obtain information on the extent of achievements, thus revealing the effectiveness of the educational system, and determining the validity and safety of decisions taken within the educational institution.

Given the importance of evaluation in educational work, it has been, and continues to be, the subject of interest and study. Amongst the issues that preoccupied researchers and specialists in this field, is the issue of tests as a means of evaluation. In 1949, Bloom and his group of Teller students held a conference for the American Psychological Association. They discussed the conditions in which the examinations were prepared, and what should have been done to reconsider those futile methods that reality proved to be a failure. Moreover, the conference explored what accurate, specific, and common alternatives they would propose to improve evaluation methods and tools and determine the criteria that control the testing and correction of topics (Awarib, Mahjar, 2015).

Over time, the call for the development of educational evaluation has increased through the development of evaluative strategies, and the design of alternative tools to traditional methods, based on modern theories and focused on performance. This concept has become more comprehensive and now encompasses various objectives, such as evaluating students' competencies, monitoring and developing their learning strategies, assessing their growth over a certain period of time, and integrating them into the process through self-evaluation. This approach emphasizes diversification, as a single type of evaluation cannot achieve the desired goals. According to these new trends, the instructor is therefore required to use new strategies, tools and methods in their evaluation. As a result, in the late twentieth century, a type of evaluation called alternative, realistic, original, or real evaluation emerged. This type of evaluation reflects the achievements of the learner and measures them in multiple situations. It is a new approach to educational thought and a fundamental shift in the prevailing traditional practices in measuring and evaluating learners' achievement at different stages of the educational process. It also requires learners to demonstrate their skills, knowledge, and performance through the formation of a meaningful product or the completion of a motor task using higher levels of thinking and problem-solving skills (Al-Asmari, 2017). Therefore, teachers' use of alternative evaluation strategies and tools, as well as their awareness of what each strategy includes, makes their evaluation of the teaching and learning process authentic and realistic, enabling them to provide multiple learning opportunities that help demonstrate the skills and capacities of learners.

2. Statement of the Problem

The problem of the study stemmed from a basic issue. This issue is namely the weakness of traditional evaluative methods in measuring achievement, determining the level of learners, assessing their progress,

and failing to diversify the methods. This issue is formed from what teachers, pupils and their parents have become accustomed to over time, the belief that the ultimate goal of education is solely achieving success. As a result, the grades obtained by the pupil in exams, or how successful one is in a course, have shifted from being a means of indicating a certain degree of growth to becoming an end in themselves.

In this paper, we aim to present some visions and ideas that serve as a complement to previous attempts in the field of criticism and evaluation of the evaluation system in Algeria. They aim to contribute to raising awareness of those concerned with education in general and evaluation in particular through:

- Highlighting the shortcomings of our educational evaluation system in our educational system by asking the question: What are the areas of educational evaluation in Algeria, and to what extent do they meet aspirations and achieve their intended goals?
- Discussing some modern and contemporary trends in the educational evaluation system, and discussing the possibility of benefiting from them or employing them by asking the question: What is the alternative evaluation and how can it be employed?

3. Reality and Motivations of Educational Evaluation in Algeria

The concept of evaluation is more general and comprehensive than the concept of school tests and exams, which are considered tools for the broader process. However, in many cases, more often than not, the concepts of exams and tests are used interchangeably to indicate a single process. According to this process, the most important and significant decisions in the student's educational life are taken. Some examples include promotion or transition from one school year to another, or from one stage to another, or the evaluation of the student's efficiency and ability to master certain skills and abilities necessary to work in a profession or job. It is in this context that we find success in tests one of the most common evaluation methods, and those responsible for the educational process rely on them, and give them the greatest weight when evaluating the performance of students.

Many educational conferences and scientific studies in Arab countries have targeted the evaluation of examinations and textbook questions as methods of evaluation, while demonstrating clear weakness in their creation and preparation. Since 1964, the year in which the Sixth Arab Cultural Conference was held in Algeria, where it dealt with school examination systems and their role in evaluating and guiding students, dozens of scientific conferences and seminars have been held. The seminars that emphasized, in their recommendations and decisions, the importance of developing measurement and evaluation

systems in the Arab world include the seminar on the standardization of examination systems held in Cairo in 1970, and the meeting of experts on the development of examinations in countries in the Arab countries held in Kuwait on December 7, 1974. Perhaps the latest of these events was the subregional workshop held in Tripoli from December 14 to 16, 2008, to discuss mechanisms for developing educational evaluation under the supervision of the Islamic Educational Scientific and Cultural Organization. Despite these efforts, we do not find any reflection or application of their recommendations and proposals at the level of actual practices in the evaluation process.

In his study, *Towards a New Vision for the Reform of the Educational Measurement and Evaluation System in Libya* (2013), Salem Mohammed Al-Mujahid conveys a summary of Abdullah Al-Khayari (2008) on the reality of the evaluation practices prevailing in most Arab countries in the following points:

- The current examinations are not based on defined and specific criteria, and therefore their formal results do not reflect the nature of the evaluated performance. Consequently, these outcomes cannot be trusted to effectively assess the development of the students' or teachers' performance.
- The absence of national standards for education and quality standards in the construction and codification of evaluation tools.
- The absence of, or poor investment in, comparative evaluation results, especially those related to the diagnosis of gains in language and science, has revealed that the outcomes achieved by students in some Arab countries were modest (Al-Mujahid, 2013)

This is true for most education systems in Arab countries, which differ among themselves in terms of the severity of these problems, and the extent of the desire and pursuit of adopting reform programs, and the attempt of some of them to correct the nature of this current situation, benefiting from the scientific achievements in various fields of life and their impact on the educational process in general and measurement and evaluation in particular.

In Algeria, the examiner of the studies that target the subject of evaluation will not find much difficulty proving the extent of problems, underdevelopment and deficiencies. However those following this pattern and style, whether at the primary, intermediate or secondary education levels, will clearly note the lack of objectivity and the absence of many scientific foundations and technical conditions that must be met in the process of preparing tests. Additionally, there is reliance on traditional methods, and failure to keep pace with the ongoing changes in the world of science and developments in this field.

In this regard, we refer the following to Ministerial Circular No. 2039-05 dated March 13, 2005, which describes the characteristics of evaluation practices in the Algerian educational system:

- Superiority of the supervisory function over students' work at the expense of modifying the course of the teaching and learning process.
- Consider the evaluation process only as a procedure for measuring acquired knowledge, rather than evaluating the learning according to clearly defined pedagogical goals, linked to certain levels of competency development.
- Using the calendar mainly for administrative purposes (leaves, promotion, re-direction...) which is based on numerical rasterization of the written productions of the pupils.
- The absence of qualitative observations that are more reflective of students' achievement levels.

Youssef Khneish's (2005) study entitled *Evaluation Difficulties in Intermediate Education and Teachers' Strategies to Overcome Them*, can also be included. This study aimed to learn about the reality of evaluation prevailing in the intermediate education stage by identifying the difficulties faced and the extent to which teachers are able to overcome them, as well diagnosing the reality of the evaluation process and understand to what extent it affects the educational process. The researcher used the descriptive approach, and applied the study tool, which is a questionnaire consisting of 28 items distributed over six axes over a randomly selected sample of 88 intermediate education professors in the Wilayat of Setif. This study found that the various decisions of judging the transfer of pupils are based on quarterly and annual examinations, and do not take into account the various assessments. This is additional to the difficulties in evaluation associated with the training process, and other challenges related to accurately identifying the information that must be evaluated

Ben Sy Massoud Lubna's study (2007-2008), entitled *The Reality of Evaluation in Primary Education in Light of the Competencies Approach*, aims to investigate whether the current evaluation practices by teachers are truly oriented towards adopting formative evaluation and making it a key factor in pupil learning, as well as going beyond the traditional evaluation methods that treat it as an end in itself, rather than a means of improving learning and enhancing the effectiveness of the educational system. The researcher used the descriptive analytical approach, and to achieve the objectives of the study, she applied a questionnaire to a sample of 110 teachers. The results indicated that the application of formative evaluation in the primary school faces organizational pedagogical difficulties, including the lack of teacher training, the lack of time allocated to the classroom, the density of the number of students in the department, and the intensity of the educational curricula. Therefore, the current evaluation in primary school, based on these results, remains a traditional evaluation that does not achieve its objectives in improving the educational process.

In a study by Awarib and Mahjar (2015) entitled *Is It a Competency Assessment or Is It a Knowledge and Information Assessment?*, the results revealed that the majority of the evaluative tests adopted by teachers do not assess competencies, with 79% of tests failing to measure them. In contrast, the percentage of tests that accurately assess competencies reached 20,54%. This discrepancy can be due to the relatively short period of teaching during which competencies-based teaching has been implemented in Algerian schools. As a result, teachers in the Algerian educational system have not had enough time to develop sufficient expertise in using these types of assessments, particularly considering they have long been accustomed to relying on cognitive achievement tests. In addition, they have not received training to prepare for these types of tests and use them to evaluate the pupil's personality. One factor contributing to teachers' reluctance to use competency-based assessments is the dominance of teaching methods based on filling the minds of learners with knowledge and information.

In summary, the most important criticisms of the evaluation system prevailing in Algeria can be summarized as a system that is not grounded in specific, written criteria, leading to results that are largely formal and do not accurately reflect the nature of the evaluated performance. This system is unable to guide daily teaching practices, and does not accurately provide an assessment of a student's capacity for higher-order thinking, but rather only measures the level and capacity of memorization, which cannot be used to assess the level of the curriculum. This system inadvertently encourages cheating and emphasizes competition over the personal growth of each student.

4. Alternative Calendar and Engagement

As a result of the criticisms directed at the traditional evaluation system which primarily measures the results of the cognitive aspect, coupled with developments in intellectual frameworks, educational theories, and the approaches on which evaluation is based, it has become necessary to think about finding alternative solutions. These solutions should address the existing problems while keeping pace with global changes and developments. This can be achieved by taking advantage of modern and contemporary trends in this field, which is rich in successful scientific experiments that have been adopted in many countries and have proven their effectiveness and feasibility.

The philosophy of educational evaluation has changed since the last decade of the twentieth century. It has become a process of collecting information and data, and analyzing them in an organized manner to understand the extent to which goals have been achieved. This is done to make appropriate decisions in the light of the results of these processes. Evaluation is no longer limited to making judgments on learning outcomes, as diagnostic tests and structural evaluation have been introduced. It has become a

comprehensive process, measuring all aspects of personality (knowledge, skill, and conscience), which requires a variety of tools and means. The use of computers has become prevalent in preparing, codifying, correcting tests, and storing questions. As the nature of examinations developed, cognitive abilities and intelligence tests became known as school ability tests. Awareness of the limitations of objective testing has also led to the emergence of new means such as short essay questions, performance testing and focusing on the skills that a person needs in their daily life. Evaluation is no longer limited to measuring memorization, but rather now assesses higher-order cognitive abilities such as the ability to analyze, synthesize and evaluate (Muhammad Ali, Qureshi 2009).

The philosophy of evaluation has also shifted to the concept of large-scale evaluation, where students are evaluated based on multiple sources of evidence, such as activities and assignments, rather than solely focusing on their performance in a single test. Additionally, as a result of the change in the concept of learning, influenced by cognitive psychology and the constructivist view of the learning process, many evaluative methods and approaches were developed, referred to as evaluation based on authentic (real world) performance or evaluation (Al-Mujahid 2013).

Alternative evaluation, which is an alternative approach to traditional evaluation and a fundamental shift in prevailing practices for measuring and evaluating learners' performance, has emerged. This approach has received a significant amount of attention in developed countries, where its application in educational systems has shown remarkable progress in the aspect of learners' performance (Al-Asmari 2017).

Due to the novelty of the concept of alternative assessment, there are many terms that refer to it. Upon reviewing the literature of measurement and educational evaluation, we can observe many of the terms or concepts synonymous with this concept, such as the authentic/realistic assessment, performance assessment, constructive assessment, documentary assessment, contextual assessment, qualitative assessment, research assessment, proficiency assessment, balanced assessment, curriculum-based assessment, judgement-based assessment, dynamic assessment, direct assessment, or naturalistic assessment. Despite the multiplicity of concepts and terms, they all reflect one new perspective of the evaluation philosophy, methodologies, processes, methods, and tools that go beyond the limits of traditional methods. Perhaps the most common of these concepts, the alternative or realistic assessment and performance-based assessment, are the most general (2013).

The definitions of alternative evaluation vary in wording, however they all agree on its purpose and its various methods. Evaluation is considered authentic and realistic if students engage in useful,

meaningful and significant tasks. These evaluative tasks are similar to learning activities that require higher-order thinking skills rather than traditional tests (All 2013).

4.1 Alternate Calendar Properties:

The alternate calendar has a set of characteristics:

- **Continuous:** Alternative assessment processes are integrated with the teaching and learning process, and are inherent in every activity that the student engages or participates in.
- **Holistic:** It measures the procedural and cognitive processes carried out by the student in addition to the final results. It additionally includes the cognitive, emotional and skill aspects.
- **Cooperative:** The alternative evaluation requires the active involvement of everyone related to the educational process, including the teacher, parents or guardians, student supervisor, and school principal, each contributing to their role and collaborating with others to achieve the desired educational outcome.
- **Economical:** The alternative evaluation process is carried out at the lowest possible material cost. This roots from the effective and careful selection of the appropriate tools to measure results with minimal effort and time.
- **Scientific:** Determining the required educational results for the student is a precise step, involving the use of various scientifically proven measurement tools, and the identification of agreed-upon scientific standards that can be invoked to accurately assess student learning.
- **Flexible:** Multiple tools are used, such as watch lists, rating scales, descriptive records, verbal rating scales, and others. These tools are applied in multiple settings, ensuring adaptability to different learning situations and contexts.
- **Democratic:** By empowering students to evaluate themselves and allowing them the freedom to think critically, they can achieve meaningful results and actively participate in determining and setting appropriate performance standards.
- **Fair:** Evaluation is based on consistent foundations and criteria, ensuring that the same results are achieved regardless of the time, place, or entity conducting the evaluation.
- **Meaningful:** Its focus is placed on both processes and results, rather than solely results. This emphasizes the requirement of the use of higher-order thinking skills such as analysis, synthesis, and evaluation, which leads to the application of performance in real-life situations.
- **Realistic:** This approach evaluates complex cognitive and skill tasks as they occur in real life, unlike traditional evaluation methods, which rely mainly on standardized tests.

- **Educational Standards:** Relying on educational standards, desired expectations, and specific educational outcomes to highlight the learner's skills and mastery of realistic performances.
- **Data Analysis:** Using qualitative and quantitative methods to analyze and interpret data based on rules that address the processes and potential outcomes of learners' responses.
- **Direct Performance Evaluations:** Relying on direct evaluation of performance, where alternative evaluation focuses on assessing the learner's performance in processes and outputs directly within the same context.
- **Higher Thinking Skills:** Developing higher-order thinking skills, such as analysis, synthesis, evaluation, problem solving, project implementation, criticism, evaluation and related judgment. (Abu Shaera, Eshtiwa 2010)

4.2 Alternate Calendar Functions:

The alternative calendar serves many functions (2013), the most important of which are as follows:

- **Monitoring and documenting students' progress towards achieving academic levels or expectations:** The alternative evaluation system focuses on a range of more extensive and realistic skills. It is based on high and clear levels or expectations that motivate students to engage deeply in their learning, invoking their interest and encouraging them to continuously review, modify, and improve their performance.
- **Providing data and information on student performance that affect the education process and curricula:** The alternative evaluation provides various quantitative and qualitative data, offering detailed insights on student performance. This allows for a more realistic and complete picture of student achievement, which can help reform and develop the curriculum and teaching methods.
- **Educational accountability of teachers and schools about student performance:** Educational accountability has faced significant criticism since the 1970s in the United States of America, leading to calls for accountability to be based on data derived from realistic or authentic performance-based assessment methods. However, despite accountability being based on information derived from the various methods of alternative assessment, data derived from achievement test scores that include multiple-choice vocabulary have not been omitted, in order to maintain a formal reward and punishment system for schools that fail to meet a certain percentage of the set levels or expectations.
- **Granting students graduation certificates that document their achievement and skills:** Certificates should document and reflect a student's skills and potential, rather than the outcome of

the accumulated information or knowledge. The successful performance of the student through innovative assessment methods is a required condition for awarding a graduation certificate.

- **Academic recognition or accreditation of educational institutions:** Accreditation has traditionally focused on the inputs and processes of institutions in terms of curricula, management, funding, admission requirements, faculty competence, and student performance. However, there has been a change of focus towards evaluating these institutions based on performance, particularly using multiple measures of student outcomes. It has become dependent on the balance between inputs, processes, and outputs to verify the quality and function of the educational programs provided by the institution, which is reflected in the quality of students' performance, knowledge, and realistic job skills. If an educational institution fails to meet the desired levels or expectations, it is not granted academic accreditation.
- **Evaluation on a large scale:** National achievement evaluations are carried out on a large scale by many developed countries using organized methodologies, methods and tools that are carefully built and allocated on substantial budgets. These evaluations rely mainly on standardized achievement tests and aim to improve the quality of the education process and educational programs. As a result of national achievement evaluations, interest has increased in recent years in countries scoring higher results, especially the United States of America. The quality of large-scale evaluation programs and their impact on curricula and the education process have therefore been demonstrated to improve overall student performance. An increasing number of educators believe that greater reliance on alternative evaluation can contribute to increasing the validity of experimental processes (2013, pp. 83-87).

4.3 Benefits of Alternate Calendar:

- **Changing the role of students:** Alternate calendar turns students into active participants in the evaluation process. Previously, students were passive respondents to tests; however, with alternative evaluation, they engage in valuable, interesting, and appropriate tasks that encourage their involvement.
- **Takes into account individual differences:** This approach takes into consideration individual differences by providing diverse choices, regardless of student's abilities, work methods, or cultural and social backgrounds. This fosters a positive attitude towards school, learning, and self-perception.

- **Changing the role of teachers:** Teachers' roles shift to that of supervisors and guides, in order to help students take responsibility for their learning and assess their own progress, rather than teachers being solely responsible for delivering content.
- **Giving parents a more active role in the evaluation process:** This approach provides meaningful insights on the level of performance of students. This encourages parents to look beyond the results of tests, reports or school certificates in order to evaluate students' achievements, and the comprehension and understanding of the percentile ranks and equivalent grades are no longer needed. (Jaber 2002).

4.4 Calendar Strategies

1. **Performance-based evaluation strategy:** This strategy enables students to apply the skills they have learned to real-life situations, demonstrating the extent of their mastery in a practical context. Examples of performance-based evaluations include presentations, demonstrations, simulations, and debates. These evaluations allow students to play an active role in demonstrating their knowledge and abilities by showcasing their cognitive and performance skills.
2. **Observation strategy:** This strategy is a qualitative evaluation in which the learner's behavior is recorded in order to identify their interests, tendencies and attitudes. It is useful in assessing their performance in authentic contexts. Observation can be divided into;
 - a. **Automatic Observation:** Monitoring learners' actions in natural life situations without prior planning.
 - b. **Organized Observation:** Conducted in a pre-planned manner, considering specific observation criteria such as time, place, and conditions.

Teachers aware of the importance of this strategy are able to gather qualitative data, providing them with confidence in decision-making and inclusiveness in evaluating educational outcomes. The observation strategy is particularly flexible, making it suitable for various learning scenarios.

3. **Evaluation communication strategy:** This strategy focuses on collecting information by exchanging ideas, which enables teachers to effectively observe and understand the learner's progress and problem solving methodology. This method assists teachers in optimal lesson planning and tailoring learning outcomes to match their students' levels and abilities. It additionally benefits learners by fostering encouragement, motivation, and the exchange of experiences through peer interaction.
4. **Self-review strategy:** This strategy focuses on transforming previous learning into new learning, by evaluating students' learning through reflection on previous experiences. The encouragement of

reflection helps identify strengths and points that need improvement, and determine their next learning steps. Self-assessment and self-review are crucial components of self-directed learning, as they provide students with opportunities to enhance their cognitive and critical thinking skills while actively involving them in their evaluation process.

5. **Evaluation strategy in Portfolio:** The Portfolio, also referred to as learning files or calendar bags, is among the most widely used tools in alternative evaluation settings. A portfolio is a systematic collection of the individual's work over a period of time, showcasing their skills, ideas, tendencies and achievements. It is different from traditional tests that provide a quick snapshot of the student's achievement or achievement at a specific time and place. Instead, it provides a comprehensive long-term view of the learner's progress. In particular, the Portfolio Calendar can prove to be particularly appropriate for culturally disadvantaged students with language disabilities (Jaber 2002, p. 88). However, this does not insinuate Portfolios as a compilation of projects and writings, but rather a collection of organized samples designed to meet specific goals and standards. Therefore, business files and student portfolios and folders differ. Key Portfolio items are samples of learners' writings, lists of references or sources that the learner has access to, collaborative production projects, reports about observations, audio or visual materials, experiments, simulations, and exhibits.

5. Alternative Educational Evaluation Requirements:

To apply the results of this evaluation with its new perspective in improving and enriching student learning, it is necessary to take into account several aspects that summarize (Allam 2013) as follows:

- **Linking alternative evaluation to a future perspective of student learning:** This helps identify aspects and areas of improvement while determining whether their programs have previously benefited students.
- **Linking the alternative evaluation to the goals that the school seeks to achieve:** This link assists in obtaining updated information that helps guide the ongoing activities and decisions related to the curriculum and the education process.
- **Providing the opportunity for all concerned parties to learn about the purposes of alternative evaluation:** Since alternative is a new and unfamiliar approach for teachers, parents, students and the local community, it is essential to inform them of its purposes, advantages over traditional evaluation methods, and practical benefits.

- **Taking into account the timing of the alternative calendar:** Alternative evaluation often requires more time than traditional methods. Therefore, it should be implemented early in the school year, and continuously followed up throughout the education process.
- **Taking into account that change requires understanding, perseverance and time:** Teachers are accustomed to traditional practices, and transitioning to alternative evaluation requires a change in their mindset, behaviors, and understanding, as it lies at the heart of their work responsibilities.
- **Providing opportunities to learn and use alternative evaluation methods:** Because alternative evaluation methods are more complex than traditional evaluation methods, they require high-quality, ongoing professional training. Teachers should also be provided with platforms to reflect on their personal experiences and share suggestions for improvement.
- **Checking the quality of the alternative evaluation:** Alternative evaluation must meet multiple criteria, such as validity, consistency, justice, honesty, scientific accuracy, and relevance to important skills and knowledge. It should be based on clear levels of performance.
- **The use of alternative evaluation in school work planning:** Alternative evaluation should be an integral part of the annual school plans, as they include methods to enhance teaching effectiveness, providing all students with the opportunity to succeed.
- **Continuous review of the alternative calendar:** Because alternative evaluation is, by nature, an ongoing process from the beginning of the school year, leaving this process without review would lead to its inertia and lack of development in areas of improvement. Regular review of the methods and procedure based on results is therefore necessary.

6. Conclusion:

Through the evaluation of the current reality of the educational evaluation system in Algeria, it is evident that it suffers from weakness, underdevelopment and deficiency in reaching the desired goals while keeping pace with global modern advancements in this field. Introducing an alternative modern method, which is the alternative evaluation, with its characteristics, benefits, functions, and strategies, highlights the urgency of reconsideration of the current evaluation systems used in our schools. The change should aim to adopt modern evaluation methods, which contribute to the development of our educational system. Such progress can only be achieved through dedicated and purposeful work as it is results and tangible successes, rather than mere intentions or plans, that determine the value of change. Specifically, this requires:

- Reviewing the philosophy and methods currently used by the educational evaluation system at all levels and stages of education, taking into account global advancements and trends in evaluation.
- The Directorate of Evaluation, Guidance and Communication in our country accelerating the tracking of recent trends in evaluation, benefiting from the experiences of developed countries in this field, and working to adopt specialized competencies and expertise.
- Diversifying the evaluation methods tailored to the nature and characteristics of each educational stage, the level of the required objectives, the strategies, the educational models, and multiple intelligences while encompassing all student activities.
- Adopting the idea of alternative evaluation, which emphasizes the principle *"Everything taught should be evaluated, and what cannot be evaluated is not worth teaching."* Source?
- Investing in teacher preparation and training programs by increasing the number of specialized courses focused on evaluation methods.

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