

## البحث الثامن

## **1. Introduction & Background:**

The emergence of the cognitive theory in recent decades have perceivably changed the nature of the educational objectives towards more concentration on learning outcomes, and life related competencies such as problem solving, creative thinking, self-learning, cooperation and decision-making (Marzano, Pickering & McTighe, 1993) As a result; the teaching objectives or the learning outcomes have become more comprehensive and untied with specific learning content, The goals shift indicated to by (Popham, 2001; Popham, 2003) attracted educational assessment specialists to revisit the assessment methods used, and to the need for new assessment tools other than the traditional achievement tests, which normally fall short than effective measuring of student learning in situations similar to daily life situations, The traditional assessment methods are also inadequate to assess high level competencies and skills like decision-making, cooperation, teamwork, communication lifelong learning, problem solving, critical thinking, etc, The traditional assessment doesn't fit the needs of our time as its relies solely on tests and grades, and stirs in students harsh competition on relative ranking among classmates without defining what functional skills, adequacies, and positive behaviors owned by high-achieving students based on predetermined criteria (Wiggins, 1990; Nitko,2004; Kulprasit, 2016).

The last decade witnessed great attention by educators to revisiting assessment objectives and goals towards more concentration on assessment for learning, meaning the use of

classroom assessment for improving learning instead of assessment of learning that is disassociated from the teaching-learning process because of interest in measuring what learners acquired, This means a shift in assessment practices philosophy and methods towards linking assessment to life situations, and this new approach to assessment is known as "Authentic Assessment" and denotes a process in which all evidence of student learning, development in an authentic context are collected and documented (Ryan, 1994).

Learners are required to demonstrate meaningful skills and related to their day-today life (Mueller, 2006; Mueller, 2014, Nguyen, Ines & Dzuvichu, 2015) the authentic assessment approach also includes authentic assessment tools by which a wide spectrum of learner abilities can be measured (Prestidge & Claser, 2000) in addition to improvement of teaching methods (Austin, 1993).

The authentic assessment strategy is based on a set of rules and principles that should be considered when applied to ensure consideration of individual differences among learners, As an assessment strategy, authentic assessment employed different strategies and tools to identify strengths and weaknesses among learners and to explore the extent to which they have the acquired skills and learning outcomes, and helps learners demonstrate their creativity (Worthen, 1993) not merely rote learning, and creates in them positive attitudes and values, and sharpens their problem solving and critical thinking skills (Sternberg, 2007), The authentic assessment strategy requires students to work on tasks that improve

problem solving and decision making skills, and foster in them the analytical skills, and improves higher thinking skills (Ministry of Education, 2004), Further, the authentic assessment is continual assessment of the learning process and runs hand by hand with the different teaching-learning process, engages students in the assessment process by encouraging student involvement in self-assessment (Paris & Ayers, 1994; Hallam et al, 2007; Costa & Kallick, 1992) in rewording performance assessment criteria (Allam, 2011) helps teachers meet learning needs of all learners (Stanford, Pokey, Reeves & Stacy, 2005) develops learner skills and cognition through peer-assessment (Li, Liu & Steckelberg, 2010) that they become more engaged in the teaching process and responsible for their learning rather than passive learners.

In consequence; the competition among learners will become accomplishing the required performance criteria rather than mere getting higher scores among classmates.

The authentic assessment gives teacher the opportunity to perform comprehensive assessment for the various cognitive, emotional and performance aspects of learner in addition to the different personality aspects which the traditional assessment lacks as it depends on achievement tests that rarely could measure performance and personality aspects as the assessment is considered necessary for quality assurance and improvement of the learning levels among students (Bagnato, Macy & Neisworth, 2011).

The comprehensive process of learning requires using different assessment tools, and not be limited to achievement tests

as single way for assessment and to use such tools to increase student–student interaction such as role play, concept maps, student portfolio (Kluth & Straut, 2001; Morris, 2001; Karge, 1998).

## **2. Problem Statement:**

The Ministry of Education has worked in the framework of the educational development plan towards the knowledge economy to include the use of authentic assessment strategies as tools along with the achievement tests and to apply them in all schools in the Kingdom since (2005), Where the Ministry of Education harnessed all the material and human resources for the success of this experiment, So far; (11) years after the Ministry of Education adopted this strategy, no study was conducted in Jordan on the impact of these strategies or the attitudes of teachers or students towards them or the challenges faced by teachers in their application. Therefore, this study will shed light on an important aspect of students' attitudes toward them and their application, especially as there is a disparity in the attitudes of students towards this type of assessment depending on several factors, whether they belong from within the educational institution such as the experience and ability of teachers to deal with this type of Upright and different convictions and levels of satisfaction about the students according to their skills or performing clerical and diversity of their readings patterns and of their personalities styles.

### **3. Study Questions:**

This study seeks to answer the following questions:

3. 1. What is the type and intensity of student attitudes to authentic assessment strategies?

Are there statistically significant differences at ( $\alpha=0.05$ ) in students' attitudes to authentic assessment strategies attributed to gender and grade level?

3. 2. What is the type and intensity of student attitudes to authentic assessment instruments?

Are there statistically significant differences at ( $\alpha=0.05$ ) in students' attitudes to authentic assessment instruments attributed to gender and grade level?

### **4. Objectives of the Study:**

The study aims to achieve the following objectives:

4. 1. Identifying students' attitudes to authentic assessment strategies and instruments.

4. 2. Identifying differences in student attitudes to authentic assessment strategies and authentic assessment instruments by gender and grade level .

### **5. Significance of the Study:**

5. 1. The significance of this study stems from being-to the knowledge of the authors- the first Arabic study to address student attitudes to authentic assessment. The prior studies reviewed reveal that they were concerned with investigating the effect of the authentic assessment methods on achievement and the practice degree of authentic assessment methods by teachers .

5. 2. Results from the present study expected to provide feedback to educators, teachers and educational supervisors on student attitudes to authentic assessment .

5. 3. The importance of this study also emanates from the topic it addresses as the authentic assessment is a major field of the teaching process .

## **6. Operational Definitions:**

6. 1. Attitude: total responses score of a student to scale items employed in this study and reflects student opinion, feeling and thinking about the authentic assessment, the overall score of a student on the scale represents type and intensity of attitude to the authentic assessment .

6. 2. Authentic Assessment: Modern assessment method adopted by Ministry of Education (2004), and includes (5) strategies, and (5) instruments that require students perform certain tasks for purpose of obtaining data about learning outcome quality.

## **7. Limitations:**

Population included in this study was confined to students attending schools within Irbid Directorate of Education, and the study sample was limited to students enrolled during the second semester of the academic year 2015/2016.

Hence, generalizability of results is limited by the sample selected, the instrument used and the degree of its reliability and validity, Therefore; results from this study will have generalizability on population considered in this study and similar populations.

## 8. Previous Studies:

Many studies have dealt with the authentic assessment in terms of utilization, familiarity level with the authentic assessment and application by teachers and practice inside classroom. However, the studies addressed attitudes to the authentic assessment, whether teacher or student attitudes are scarce; The following review will focus on attitudes to authentic assessment studies.

(Hussein, 2006) conducted a study for the purpose of identifying attitudes of preparatory stage students and their teachers to authentic assessment within Bani Sweif District in Egypt, The study sample included (65) male and female teachers and their students (n-165). The Results revealed higher mean scores of teachers and students, indicating positive attitudes to the authentic assessment, The results showed statistically significant differences among mean scores of teachers by gender in favor of male teachers on the attitudes scale, There were statistically significant differences among mean scores of high achievers and average students in favor of high achievers on the attitudes to authentic assessment scale, In addition; statistically significant differences were found in the mean scores of male and female students in favor of females in their attitudes to authentic assessment.

The study primarily focused on attitudes of English teachers to authentic assessment, (Al-Kindy, 2009) investigated attitudes of 12<sup>th</sup> grade English teachers to authentic assessment in Sultanate of Oman, The study also sought to identify their roles in classroom

under the authentic assessment system, The researcher employed the observation and questionnaire as study instruments, Participants were fifty teachers, The results indicated that teachers held positive attitudes to authentic assessment and recommended design training courses for in-service teachers to reconsider and develop curricula to keep in line with modern teaching methods.

To measure teacher attitudes to authentic assessment and its tools and obstacles encountered in Jordan, (Bani Ahmad, 2014) conducted on a sample of (276) male and female teachers using multistage sampling, Participants responded to (49) item questionnaire, The results showed that the overall score of teacher's attitudes to the authentic assessment was moderately positive ( $M=3.45$ ,  $SD=0.8$ ), Further; results also showed statistically significant differences attributed to the effect of gender in favor of males; differences on the attitudes scale attributed to the training courses in favor of those attended training courses, In addition; there were no statistically significant differences on the difficulties scale attributed to the effect of gender, training courses, education level, experience or interaction between them.

At Maryland schools; (Shafer & Jett, 1993) aimed at identifying teacher attitudes towards writing performance assessment in English, mathematics, science and social studies, The study used a questionnaire that was sent to (538) male and female teachers in (176) public secondary schools, The findings showed effect of experience years, so teachers needed training on using the teaching strategy that fosters skills measured by the performance

assessment, and how to develop projects relying on performance to produce effective critical thinking skills.

(Also & Etsey, 2000) sought to investigate teacher practices and attitudes to using authentic assessment methods with student achievement to which teachers are exposed during pre-service teacher training programs, The sample consisted of (325) teachers distributed to (12) training centers in Illinois, Iowa, Minnesota and Missouri, At the end of the application, (188) pre-school teachers completed the training representing 62% of all participants, During the study; teachers focused on four authentic assessment methods (project, observation, portfolio and presentation); they considered their use is necessary to assess student achievement at elementary and secondary schools, The attitudes of teachers were positive regarding using the four authentic assessment methods as they increase student performance and achievement, Results also indicated that traditional methods were ineffective in student achievement, The study recommended teachers attend intensive training courses on how to use the authentic assessment methods to assess various aspects in the teaching process.

To explore attitudes to authentic assessment; (Brooks, 2000) aimed at surveying student attitudes to a sample of (127) students, The researcher employed three methods of authentic assessment: portfolio, presentation and participation, The study compared these methods with traditional assessment methods in science, Results demonstrated that the assessment methods used were positive and

through variables analysis, the results showed interaction between student attitudes to assessment methods and their cognitive level.

(Culbertson & Wenfan, 2003) conducted a study for purpose of surveying attitudes of elementary students' practice of alternate assessment, The study sample consisted of (159) male and female teachers recruited from (73) elementary schools in Pennsylvania, The researchers developed a (30) item questionnaire listed orderly by likert scale and three open-ended questions asking respondents to express in personal words attitudes to the alternative assessment, The results showed a number of factors affecting teacher attitudes to the alternative assessment strategies including the number of students in a classroom, type of training received by teacher, time sufficiency for planning, implementing and assessing the teaching-learning situation and adequacy of knowledge about the alternative assessment and practice, Attitudes are also affected by the freedom to select assessment strategies and tools allowed to teachers, The researchers found that the teacher practice of the alternative assessment increases by support of the school administration and adequacy of the resources.

A study conducted in Nigeria to identify attitudes to application of authentic assessment by teachers and their students, (Ayo, 2004) applied the study on a sample of (100) secondary students and (15) teachers, Collected data indicated that the teachers and their students held positive attitudes to authentic assessment.

(Also & Caseley, 2004) conducted a qualitative study for the purpose of investigating attitudes of middle school teachers in Columbia, their beliefs and awareness to teaching in general and authentic learning in particular, Participants were (197) male and female teachers, The results indicated that American middle school teachers are poorly aware of authentic assessment and held moderate attitudes to authentic assessment practice, The study recommended to provide teachers with ample opportunities to get engaged in discussions to develop their higher thinking skills among students, and recommended teachers to emphasize on advanced levels if authentic learning is explored.

A study explored the audit assessment use level and attitudes of teachers to authentic assessment; (Wikstrom, 2007) conducted a study on a sample of (16) primary teachers using two-part questionnaire, The first part collected demographic data about teacher, practice degree of the authentic assessment and frequency of use, Part two included different items, and open-ended questions measuring student attitudes to alternative and tradition assessment strategies, The results indicated that 76% of teachers use traditional assessment approaches such as textbook questions, teacher developed achievement tests, or local national tests, while 89% use authentic assessment strategies such as rubric, individual projects, group projects, classroom discussions and presentation.

(Also & Metin, 2010) sought to identify teacher's attitudes to performance assessment and factors associated with such assessment like age, gender and practical experience, The study was conducted

on (566) primary teachers using two-part questionnaire, The first measured personal demographics and the second measured performance assessment, The results revealed negative performance assessment whether individual or group assessment, and revealed positive attitudes to performance assessment by teachers below (25) of age and their teaching experience was five years or less.

In Turkey; (Atac, 2012) aimed to identify attitudes of foreign language teachers to utilization of authentic assessment in language teaching, The randomly selected sample consisted of (37) of foreign language male and female teachers recruited from a number of secondary schools in Istanbul; The attitudes scale was used to measure attitudes to authentic assessment in addition to an open-ended question to collect demographic data from the respondents. Findings showed that attitudes of foreign language teachers were moderately positive, In addition; the study showed differences in foreign language teachers' attitudes to using authentic assessment in teaching attributed to gender in favor of male teachers; and there were significant differences in foreign language teachers' attitudes to using authentic assessment in teaching attributed to experience in teaching and in favor of teachers with less experience.

Further; positive results were revealed for attitudes associated with performance assessment, especially among teachers (25) years of age or less or those with teaching experience lesser than five years as revealed by (Metin, 2010) that aimed at exploring teacher attitudes to performance assessment, and nature of associated factors like age, gender and teaching experience.

In the light of this review; it is clear that all the previous studies focused on the teachers' attitudes towards authentic assessment strategies and tools, while the studies did not address the students' attitudes towards this type of assessment, which makes this study unique and distinct because it addresses the other part who is an active participant in the process of authentic assessment, as the students contribute to the preparation of the criteria of the assessment tools, and the practice of self-evaluation, peer evaluation and in the construction of portfolios and other issues.

**9. Methods & Procedures:**

The analytical descriptive approach was adopted in this study for appropriateness with its nature and to describe, analyze subject responses and interpret the study results.

9. 1. Sample and Population:

Population consisted of all students in the ninth and first secondary grade levels within Irbid Directorate of education during the second semester of the academic year 2016/2017, Participants (n=205) were selected using the convenience sampling method, Table (1) shows distribution of participants by the study variables

Table 1

Distribution of participants by the study variables

Variables	Category	Number	Percentage
Gender	Male	110	54
	Female	95	46
Class	Ninth	106	52
	First secondary	99	48
Total		205	100

## 9. 2. Instruments:

Drawing on the prior studies reviewed (Hussein, 2006; Mustafa, 2009; Bani- Ahmad, 2014; & Al-Omari & Al- Omari, 2012) a questionnaire measuring students' attitudes to authentic assessment, The final version of the (29) item questionnaire consisted of two subscales measuring students' attitudes to authentic assessment strategies and instruments, The items were worded based on good item criteria for attitude scales (Edwards, 1957).

## 9. 3. Validity:

To test for surface validity, the initial version of the instrument was sent to (11) referees specialized in education sciences, and assessment & measurement to identify surface validity of the (40) item scale in terms of wording of the items, and belongingness to the area they were designed to measure, The referees were asked to provide their comments, modifications or additions they may consider appropriate, Accordingly and in light of suggestions and comments of the judges, some items were rephrased, (5) items were removed, and the remaining items that four referees or more unanimously decided their acceptance were inserted, The two-part scale consisted in its final version of 23-items. Part one measures students' attitudes to the authentic assessment strategies (17 items; 1 through 17) and part two measures students' attitudes to authentic assessment tools (8 items; 18 through 23), Five-point Likert scale (strongly agree, agree, neutral, disagree & strongly disagree) was used to measure the responses.

To measure construct validity; indicators of validity for individual items were computed regarding emotional intensity (Shrigley and Koballa, 1984), Frequencies were computed for the five points (Strongly Agree, Neutral, Disagree, Strongly Disagree) of likert-type scale for each of the items, table (2) shows related results.

Table 2

Means and standard deviations of items and frequencies by the five ratings of the scale

Item#	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1	44%	44%	8%	4%	0%
2	48%	36%	16%	0%	0%
3	38%	44%	16%	0%	0%
4	36%	34%	22%	6%	0%
5	26%	50%	16%	4%	0%
6	30%	50%	16%	4%	0%
7	42%	46%	10%	2%	0%
8	38%	32%	22%	6%	2%
9	38%	40%	16%	6%	0%
10	36%	42%	14%	6%	2%
11	28%	44%	12%	10%	0%
12	50%	30%	10%	8%	2%
13	36%	38%	8%	16%	2%
14	34%	48%	12%	6%	0%
15	18%	64%	16%	2%	0%
16	30%	50%	16%	2%	2%
17	36%	32%	8%	20%	4%
18	24%	40%	24%	10%	2%
19	40%	26%	18%	14%	2%
20	26%	26%	18%	16%	14%
21	36%	36%	18%	4%	6%
22	24%	50%	16%	8%	2%
23	14%	62%	16%	8%	0%

Table (2) shows that the highest frequencies of the items were in the columns (strongly agree, and agree), whereas the items under column (neutral) were less than 25%, As a result; the whole items were considered appropriate scale to measure students' attitudes to authentic assessment.

#### 9. 4. Reliability:

To verify the reliability of the study instrument, Cronbach's alpha formula was used to estimate the internal consistency of the items, The reliability coefficient of students' attitude to authentic assessment strategies instrument was (0.87), to authentic tools instrument (0.85) and for the overall scale (0.91) which is an acceptable value for conducting similar studies, Participants' responses to the instrument items i.e, student attitudes to authentic assessment scale from viewpoints of student were corrected using five-point likert scale (Strongly Agree=5, Agree=4, Neutral=3, Disagree=2, Strongly Disagree=1) To decide on item value, the criterion used was that: (1-2.33) low, (2.34-3.66) moderate, and (3.67-5) high; and to make judgmental opinion on the attitude type, the following rating was used: (1-less than 3) indicated negative and (3-5) indicated positive attitudes in light of judgments' comments.

#### 9. 5. Variables:

This study measures gender (male/female) and grade level (9th/first secondary) as independent variables and the dependent variable was represented by subject responses to the student attitudes to authentic assessment scale, Means; standard deviations

and Two-Way ANOVA were used to analyze participants' responses to study questions.

**10. Results and Discussion:**

10. 1. Regarding the first question; What is the type and intensity of students' attitudes to authentic assessment strategies? Are there statistically significant differences at ( $\alpha=0.05$ ) in students' attitudes to authentic assessment strategies attributed to gender and grade level? Means and standard deviations of students' scores on items measuring students' attitudes to authentic assessment strategies, Table (3) shows the related results.

Table 3

Means and standard deviations of respondent scores on the items measuring the students' attitudes to authentic assessment strategies ordered descending by means

#	Item	Item mean	St deviation	Strength of direction	Kind of direction
1	I prefer assessment based on hands-on activities that demonstrate my abilities and skills.	4.31	0.55	High	Positive
2	I feel that the process of assessment through oral / practical presentation shows how well I have cognitive and performance skills.	4.28	0.88	High	Positive
3	I find that using a student portfolio gives me an active role in a self-learning assessment.	4.16	1.00	High	Positive
4	What I like about the evaluation process is through observation; it makes the teacher more attentive to my behavior.	4.10	0.69	High	Positive
5	I feel that the process of assessment through the interview helps me to show my thoughts and attitudes towards a particular subject.	4.08	0.85	High	Positive
6	I prefer to have the process of assessment through discussion because it encourages me to communicate with my students and to listen effectively.	4.05	0.81	High	Positive

#	Item	Item mean	St deviation	Strength of direction	Kind of direction
7	I prefer to have the process of assessment through Questions and answers) because they show how much I have information and skills.	4.04	0.99	High	Positive
8	I believe that the evaluation process through the interview gives me a positive and effective role in the evaluation process.	4.02	0.71	High	Positive
9	I feel that the process of assessment through the interview helps me to show my thoughts and attitudes towards a particular subject.	4.01	0.85	High	Positive
10	I like to have the process of evaluation through the meeting between me and the teacher because it shows the progress made in the educational process.	3.98	1.07	High	Positive
11	It is best to have assessment process by speech because it shows my ability to express and relate ideas.	3.91	0.78	High	Positive
12	I think that using the student portfolio facilitates the transmission and exchange of experiences between me and the teacher through discussion and dialogue.	3.85	0.86	High	Positive
13	It is best to have the assessment process through the achievement tests because it stimulates my motivation towards learning and achievement.	3.72	0.57	High	Positive
14	I see that the assessment process through simulation / role play shows my ability to follow instructions, communicate and make decisions.	3.62	0.98	High	Positive
15	I feel that the evaluation process through observation is characterized by justice and objectivity.	3.67	1.10	High	Positive
16	I feel that using the student portfolio shows my progress over time and shows my strengths and weaknesses.	3.53	0.77	High	Positive
17	I consider using student diary an opportunity to jot down my observations and notes.	3.50	0.87	High	Positive
Total		3.80	0.78	High	Positive

Table (3) shows high positive attitude to hands-on activities, where item (1) "I prefer assessment based on hands-on activities

that demonstrate my abilities and skills" was ranked top (M=4.31, SD=0.55); whereas item (17) "I consider using student diary an opportunity to jot down my observations and notes" was the last rank (M=3.50, SD=0.87), The mean score of overall respondent estimates of the attitudes of student to authentic assessment was (M=3.80, SD=0.78) corresponding to high.

To identify whether there were differences in students' attitudes attributed to gender and grade level, means and standard deviations were computed for respondent estimates of students' attitudes to authentic strategies by the variables and table (4) shows the related results.

Table 4

Means and standard deviations of respondent scores on the items measuring the student attitudes to authentic assessment strategies by gender and grade level

Attitude	Gender	N	Mean	Standard deviation
student attitudes to authentic	M	110	3.85	0.53
assessment strategies	F	95	3.82	0.40
student attitudes to authentic	Ninth	106	3.73	0.50
assessment strategies	1st secondary	99	3.45	0.44

Table (4) shows superficial differences among mean differences of respondent estimates of student attitudes to authentic assessment strategies by gender and grade level, To identify whether such differences were statistically significant, two-way ANOVA was used and table (5) shows the related results.

Table 5

Results from 2-way ANOVA test of the differences between respondent estimates of students' attitudes to authentic assessment strategies by gender and grade level

Variables	Sum of squares	Degree of freedom	Mean of squares	F	Probability
Gender	.020	1	.010	.033	0.655
Class	1.216	1	1.216	4.94	*0.033
Total	6385.308	204			

Table (5) shows that there are no statistically significant differences at ( $\alpha=0.05$ ) among mean estimates of the respondents of student attitudes to authentic assessment strategies attributed to gender. Similarly, there were statistically significant differences at ( $\alpha=0.05$ ) among mean estimates of respondents of student attitudes to authentic strategies by the grade level, with differences being in favor of the ninth grade level.

The results show that the mean estimates of respondents to authentic assessment strategies' items were ( $M=3.94$ ,  $SD=0.54$ ) reflecting a high positive attitude, This result could be due to various reasons, most importantly that the authentic assessment strategy reduces anxiety, creates a safe environment for learning from mistakes, the constant feedback provided by the teacher improves student performance and learning, Further; the authentic assessment can be applied over the year contrary to the traditional assessment that is based on achievement tests, and inconsiderate to health and mental conditions that students might be exposing to during the examinations period which would negatively affect their results on the test. On the other hand, the authentic assessment

strategies allow students to implement different hands-on activities which improve their higher thinking skills and help them employ the acquired learning to solve various day-to-day problems encountered in their life; in turn, this will foster their mindful thinking and improve their data processing skills for criticism and analysis, and create in them feelings of gratification and motivation to learning. This result, therefore, is consistent with the literature reviewed (Hussein, 2006; Abu-Aqeel, 2014; Brooks, 2000; Berado, 2006; Ayo, 2004) that supported positive attitudes to the authentic assessment.

To explain the result that there are no statistically significant differences among the mean estimates of respondents of student attitudes attributed to gender, the researchers argue that it is due to equivalence to males and females in their abilities to respond to authentic assessment tasks, therefore, attitudes to authentic assessment strategies will be convergent. Additionally, The Ministry of Education adopts equal educational policy that does not discriminate between male and female students, and applies in schools of males and females the similar assessment and teaching strategies and they came from similar social and economic backgrounds. To explain the result that there are statistically significant differences among mean estimates attributed to grade level in favor of 9th graders, the argument would be made that there is growing anxiety among 9th graders regarding their final results more than first secondary students as their achievement results in the 9<sup>th</sup> grade level affect what educational track they

might pursue upon completion the primary stage. Therefore, this would create in them positive attitude to authentic assessment strategies that respond to their psychological and health conditions contrary to the traditional assessment, where the results they attain reflect their performance on traditional achievement test. Comparatively, the first secondary graders would be lesser interested in the assessment results given that promotion to the second secondary grade is automatic.

10. 2. To answer the second study question: What is the type and intensity of students' attitudes to authentic assessment tools? Are there statistically significant differences at ( $\alpha=0.05$ ) in student attitudes to authentic assessment tools attributed to gender and grade level? Means and standard deviations were computed for respondent estimates and related results are shown in table (6).

Table 6

Means and standard deviations of respondent estimates of student attitudes to authentic assessment tools placed in the descending order by means

#	Item	Mean	St deviation	Attitude strength	kind of attitude
1	I find that rubrics are the most accurate tool in evaluating my performance.	3.83	1.07	High	Positive
2	I see that the rating scales are objective and fair.	3.62	1.09	High	Positive
3	I believe that rating scales are an effective tool in determining my strengths and weaknesses.	3.55	0.44	Moderate	Positive
4	I think that checklists are effective for getting summarized information.	3.49	1.03	Moderate	Positive

#	Item	Mean	St deviation	Attitude strength	kind of attitude
5	I think that checklists help determine the strengths and weaknesses of my performance.	3.46	1.11	Moderate	Positive
6	I see that rating scales are shows whether my skills are low or high.	3.33	1.09	Moderate	Positive
7	I think the teacher record gives a clear picture of my progress over time.	3.31	1.18	Moderate	Positive
8	I think that teacher's record documents the connection between me and the teacher.	3.30	1.22	Moderate	Positive
Total		3.42	0.87	Moderate	Positive

Table (6) shows that the item "rubrics were the most accurate tool used to assess my performance" was ranked top (M=3.83, SD=1.07) and representing positive attitude. In the last rank was placed the item "I believe that the teacher's record strengthens the relationship between me and the teacher" (M=3.30, SD=1.22) indicative positive attitude, the overall mean score of the respondent estimates on the items measuring student attitudes to the authentic assessment was (M=3.42, SD=0.87) representing positive attitude at moderate degree.

To identify whether there were differences in students' attitudes attributed to gender and grade level, means and standard deviations were computed for respondents' estimates of student attitudes to authentic assessment tools by the two variables, and table (7) shows the related results.

Table 7

Means and standard deviations of respondent estimates of students' attitudes to authentic assessment tools by gender and grade level.

Attitude	Gender	N	Mean	Standard deviation
student attitudes to authentic assessment tools	M	110	3.44	.490
	F	95	3.41	.570
student attitudes to authentic assessment tools	Ninth	106	3.43	.560
	1st secondary	99	3.42	.640

Table (7) shows superficial differences in mean differences of respondent estimates regarding students' attitudes to authentic assessment tools by gender and grade level, To identify whether such differences were statistically significant, two-way ANOVA was used and table (8) shows the related results.

Table 8

2-Way ANOVA analysis of mean differences due to gender and class

Variables	Sum of squares	Degree of freedom	Mean of squares	F	Probability
Gender	1.969	1	1.969	5.06	*0.51
Class	2.309	1	2.309	6.25	*0.63

Table (8) shows that there are no statistically significant differences at ( $\alpha=0.05$ ) between respondent mean estimates of students' attitudes to authentic assessment tools attributed to gender and grades.

Results from the analysis of the mean estimates by respondents to student attitudes to authentic assessment tools reflected moderate positive attitudes ( $M=3.42$ ) without differences between males and females or grade levels. This result can be attributed to the fact that the students are familiar with the authentic assessment and its tools, making it more acceptable to them. Further, the authentic assessment tools allowed students situation in which to show up their skills, abilities and knowledge in different ways directly before teacher to demonstrate the required learning outcomes, In addition, the authentic assessment tools seem more acceptable by students than the traditional secrete test. Student participation in putting the assessment criteria cooperatively with the teacher makes student holds responsibility for his own learning, Also; using the authentic assessment tools makes assessment inclusive to all aspects of the learning aspects whether emotion, cognitive, or performance as well as other behavior and moral aspects of personality which cannot be revealed by the traditions examinations because they directly measure only the knowledge level, Therefore; the authentic assessment tools make self-assessment of performance possible that generate in students the feeling of gratification, relaxation, and optimism and improve the performance to desired levels all of which reinforced the positive attitudes towards such tools, This result from the current study is consistent with (Hussein, 2006; Abu-Aqeel, 2014; Brooks, 2000; Berado, 2006; Ayo, 2004) that confirmed positive attitudes to the authentic assessment and tools.

## **11. Recommendations:**

In the light of the findings, it is possible to recommend the following:

11. 1. Further studies are needed on teacher utilization of authentic assessment strategies, their attitudes and the challenges encountered in the application.

11. 2. The training programs offered to teachers should include practical applications that contribute to making teachers more professional in practicing the type of evaluation to make students more satisfied with their applications.

11. 3. To conduct further studies on students' attitudes using larger samples, and to address other variables such as achievement and other grade levels, or the entire first primary stage.

11. 4. To conduct empirical studies on the utilization level of each of the authentic assessment strategies and challenges encountered.

11. 5. The need for students to participate in the development of standards of evaluation and performance to make them more responsible for their learning, which contributes to make their attitudes more positive towards authentic assessment strategies and tools.

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**For the paper in Arabic see pages (223)**

<< وصل هذا البحث إلى المجلة بتاريخ 2017/11/24، وصدرت الموافقة على نشره بتاريخ 2018/2/18 >>