درجة امتلاك وممارسة مهارات التقييم البديل في الصفوف الثلاثة الاولى في مدارس وزارة التربية والتعليم في الاردن

Proficiency and Implementation of Alternative Assessment Strategies among Teachers of the First Three Grades in Ministry of Education Schools in Jordan

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الملخص:

الهدف: يهدف هذا البحث إلى استكشاف درجة الإتقان وتطبيق استراتيجيات التقويم البديل لدى معلمي الصفوف الثلاثة الأولى في مدارس وزارة التربية والتعليم في الأردن.

المنهجية: اعتمد المنهج الوصفي التحليلي. تكون مجتمع الدراسة من جميع معلمات الصفوف الثلاثة الأولى في مدارس محافظة عمان، والبالغ عددهن (2350) معلمة، وذلك وفقاً لإحصاءات وزارة التربية والتعليم الأردنية للعام الدراسي (2024/2023). أما عينة الدراسة، فقد تم اختيارها عشوائياً من (300) معلمة من الصفوف الثلاثة الأولى في مدارس محافظة عمان. وقد استُخدمت استبانة مكونة من فقرات كأداة للدراسة.

النتائج: تشير النتائج إلى أن درجة الإتقان والتطبيق الكلي لاستراتيجيات التقويم البديل لدى معلمات الصفوف الثلاثة الأولى في مدارس عمان مرتفعة، حيث بلغ المتوسط الحسابي (4.21) والانحراف المعياري.(0.59)

الآثار والاستنتاجات: أوصى البحث بضرورة تقليل أعداد الطلبة في الصفوف لزيادة فرص استخدام استراتيجيات التقويم البديل، وكذلك إعداد دليل يتضمن أساليب تطبيق استراتيجيات التقويم البديل في جميع المراحل التعليمية.

الكلمات المفتاحية: الإتقان، التطبيق، البديل، التقويم، الاستراتيجيات، المعلمون.

Abstract

Purpose: This paper aims to explore the degree of proficiency and implementation of alternative assessment strategies among teachers of the first three grades in Ministry of Education schools in Jordan.

Method: The methodology involves using the descriptive-analytical approach. The research population consisted of all (2350) female teachers in the first three grades in Amman schools, according to statistics from the Jordanian Ministry of Education for the academic year (2023/2024). The research sample consists of a random sample of (300) female teachers in the first three grades in Amman schools. An item-based questionnaire is used as a research tool.

Results: The results indicate that the overall degree of proficiency and implementation of alternative assessment strategies among teachers of the first three grades in Amman schools is high, with a mean of (4.21) and a standard deviation of (0.59).

Implications & Conclusions: The research study recommends reducing the number of students in classrooms to increase the opportunities for using alternative assessment strategies as well as developing a guide that includes methods for implementing alternative assessment strategies at all educational levels.

Keywords: Proficiency, Implementation, Alternative, Assessment, Strategies, Teachers

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1. **Introduction**

Assessment is of high significance as it plays an effective role in the success of the educational process by achieving balance and integration between its various elements. As systematic educational reform must revolve around three fundamental issues: What should students learn? How do they learn it? And how is their progress measured? Therefore, it must evolve to the point of assessment. Changes in curriculum content and teaching and learning methods alone are meaningless without a broader perspective on assessment (Al-Shahwan, 2024). Recognizing the importance and significance of assessment in the educational process, assessing student learning is considered one of the most important stages of the educational process and the most closely linked to the educational development required by many educational systems, regardless of their philosophies, visions, and missions (Abu Alam, 1987).

Assessment is deemed one of the most main stages of the education-based process and the most closely linked to educational development, as it is a requirement for many educational systems, regardless of their philosophies. Despite the recognition of the importance and critical role of assessment in the educational process, the assessment methods used in our schools have become the sole means of determining students' level. Assessment is limited to examinations to measure achievement, with all learning outcomes reduced to the acquisition of information specified in the textbook. Examinations themselves have become an end in themselves, hindering any attempts at reform and rendering all development efforts futile (Khaji, 2013).

Educational assessment has recently witnessed significant developments, fundamental transformations, and widespread innovations in the curricula, methods, tools, and practices of

measurement and evaluation in the current era (Abdeljawad, 2018). These developments bring about educational changes in all aspects related to education, as evidenced by new trends in measurement and evaluation research and professional developments (Al-Ghammaz et al., 2025). There are also significant and fundamental shifts and widespread innovations in measurement and evaluation approaches and methods. In many countries around the world, educational assessment systems are being reformed in educational institutions because the new global order requires competent and diverse human resources that can contribute to improving the quality of life, both economically and socially (Bane Yassin, 2012).

Of late, a new type of assessment has begun to spread in the field of education called alternative educational assessment, which has led to the emergence of new contemporary methods of assessment, including cumulative assessment, question banks, computer-controlled assessment, and online assessment (Al-Ghammaz et al., 2024). Alternative educational assessment is receiving increasing attention in many developed countries. It has been proven that it can be used to assess learner performance levels, with learners actively and effectively participating in activities that demonstrate their achievements (Khair, 2015). In the late 20th century, alternative assessments emerged to reflect learner outcomes such as skill acquisition and possession, the acquisition and construction of knowledge, the ability to use it in different contexts, the ability to confront and measure social problems relevant to education in real-world educational situations, and the expression of values, attitudes, and academic inclinations (Al-Sheikh, 2005).

From a sociocultural perspective, learners' cognitive development cannot occur in isolation from the social and cultural context of the learners themselves and the learning community (Alkam, 2023). Thus, authentic learning must occur within a meaningful life context. Alternative assessment has adopted constructivist theory and developed checklists and scales, rating scales, verbal assessment scales, descriptive learning progress logs, narrative logs, and other alternative assessment tools. Creating a conducive learning environment depends on teachers' competence and self-efficacy. Teachers must also have self-belief, motivation, and confidence. High self-efficacy leads to confidence in their ability to help students in difficult situations and perform the desired behavior. Therefore, teachers' self-efficacy must be increased by changing their role from transferring knowledge to diversifying teaching methods and skills, communication, and self-regulation (Alassaf, 2025).

All at once, alternative assessment reveals the ability to create realistic and diverse educational outcomes of a high degree of proficiency and quality, enabling the educational

process to achieve its desired goals and expected objectives. Various measurement and evaluation experts point out that alternative educational assessment represents a new trend in contemporary educational thought and a fundamental shift away from outdated practices in evaluating student performance and measuring achievement at all levels of education. Importantly, this study aims to demonstrate the positive role that alternative educational assessment can play in replacing traditional assessment, which has been the source of many problems in assessing student performance and measuring achievement. This aim can be achieved by defining and explaining its concepts, foundations and tools, and stating the positive changes it has brought about in the educational process, especially in the areas of measuring student achievement and estimating his grades

(Al-Shammari, 2018). With that being said, the research work and studies related to the research objectives are provided in the second section.

2. Literature Review

Research has documented the role of alternative assessment in the educational process. Margulies (2005) investigated the impact of using alternative assessment strategies on the learning and comprehension skill of (50) ninth-grade students in biology. The descriptive approach was used to achieve the study objectives. Study instruments included observation cards and achievement files. The results showed that this strategy contributed to improving student performance, raising their academic achievement, and reducing behavioral problems, leading to demonstrate greater cooperation among themselves.

Using a different location, (Caliskan and Kasikci (2010)) explored the reality of social studies teachers' implementation of alternative assessment. The descriptive-analytical approach was used to achieve the research. The study results demonstrated that teachers still focus on traditional assessments, such as multiple-choice and open-ended tests. The results also demonstrated teachers' weakness in using alternative assessment tools.

On the other hand, (Sokuc (2011)) conducted a study aimed at identifying the level of awareness among both students and teachers regarding the use of student portfolios as a tool for authentic assessment. The study sample consisted of (100) male and female students from an English language preparatory school for admission to private universities in Istanbul, Turkey. Several study tools were developed, including questionnaires, an observation tool, diaries, personal interviews, and informal meetings. The findings indicated that students were dissatisfied with authentic assessment, and that untrained teachers cast doubt on the results of their assessment.

Using a different sample, Mohammad Khair (2015) addressed alternative educational assessment and its positive role in measuring student achievement and evaluating their performance at various educational levels. The descriptive-analytical approach was utilized to address the cognitive content of the research. The results indicated that alternative assessments provide students and teachers with feedback and opportunities to review their performance and work. The results indicated that it provides teachers with accurate information about learners' understanding and how they apply the knowledge they have acquired during the learning process. In addition, it provides important data and information about learners' performance, which positively impacts the educational process and curriculum development.

In a study conducted in the Kingdom of Saudi Arabia, Al-Shammari (2017) investigated the degree of possession and practice of alternative assessment strategies among primary school teachers in public and private schools in the Hail region. To achieve the research objectives, two questionnaires were prepared: a 12-item questionnaire to measure possession and a 39-item questionnaire to measure practice. The study sample consisted of (185) primary school teachers in the Hail region during the academic year (2015/2016), who were recruited using a comprehensive survey. The study found that the mean of the degree of possession of alternative assessment strategies by primary-grade teachers in schools in the Hail region was (6.37) with a medium degree. However, the degree of practice of alternative assessment by primary-grade teachers was (3.83) with a high degree.

In Jordan, Al-Rubai (2019) investigated the impact of alternative assessment on eighth-grade students' achievement and attitudes toward science in Irbid Governorate schools. The study sample consisted of students from Irbid Governorate schools purposefully selected from the eighth-grade student population. To achieve the research objectives, an achievement test and a questionnaire were used to measure students' attitudes toward science. The study results showed statistically significant differences between the scores of the two study groups in favor of the experimental group. The results also indicated no statistically significant differences in students' attitudes towards science between the experimental and control groups.

Utilizing a different methodology, Sabri, Retnawati, and Fitriatunisyah (2019) revealed the obstacles teachers face when implementing alternative assessment practices in mathematics learning. A descriptive and qualitative approach was used to achieve the research objectives. Data for this study were collected through observation, documentation, and interviews with a research sample consisting of 7^{th}-grade teachers, a school curricula assistant, and 7^{th}-grade

students at an Islamic high school in Mataram, Indonesia. The results showed that teachers used a variety of assessment tools available in alternative assessment. The alternative assessment process was also not limited to the teacher alone, as students evaluated themselves. The difficulties faced by teachers in applying alternative assessments were the lack of educational books compatible with alternative assessments, the fact that the assessment stages were very complex, that many aspects of assessment had to take longer, and the teacher's lack of awareness about the alternative assessment process. A thorough review of the previous studies demonstrates the key role played by the alternative assessments in enhancing the learning-teaching process.

3. Research Problem

Considering recent trends in educational assessment, a type of assessment known as alternative assessment has emerged due to its importance in developing assessment strategies used in the first three grades. Likewise, the design of developed curricula in the Hashemite Kingdom of Jordan relies on diversifying assessment methods and focusing on the use of alternative assessment. Accordingly, alternative assessment is defined as a variety of assessment methods that use different strategies and tools to evaluate student performance (5). Alternative assessment is also defined as a set of methods and tools, including authentic or realistic performance tasks, simulations, portfolios, papers, group projects, exhibitions, observations, interviews, oral presentations, self-assessment, and peer assessment (6).

Considering the above, alternative assessment is a method of presenting students with learning activities and situations, assigning them tasks that closely resemble everyday life, assessing their performance realistically in relation to their lives and realities, and prompting them to recall facts and information separate from them. Such assessments are also referred to as alternative assessments, as they are used as an alternative to traditional assessment methods that rely on written paper-based exams. Both concepts, synonymous with alternative assessment, emphasize that written paper-and-pencil exams are not essential. Since this study aims to uncover the degree of proficiency and implementation of alternative assessment strategies by teachers in the first three grades in public and private schools affiliated with the Ministry of Education in Jordan, the research problem is reflected in answering the following research questions:

(RQ1). What is the degree of proficiency of alternative assessment strategies among teachers of the first three grades in Amman schools in Jordan?

(RQ2). What is the degree of implementation of alternative assessment strategies among teachers of the first three grades in Amman schools in Jordan?

(RQ3). Are there statistically significant differences in the degree of proficiency of alternative assessment strategies among teachers of the first three grades in Amman schools in Jordan attributed to the variables of academic qualification and number of years of experience?

(RQ4). Are there statistically significant differences in the degree of implementation of alternative assessment strategies among teachers of the first three grades in Amman schools in Jordan attributed to variables of academic qualification and number of years of experience?

(RQ5). Is there a statistically significant correlation between proficiency and implementation of alternative assessment among teachers in the first three grades in Amman?

4. Research Significance

The research significance is reflected in its aim to take advantage of alternative assessment strategies to evaluate students' performance in learning skills, as this is an important approach to developing the education system. Regarding the theoretical significance, this study may help enrich the literature on alternative assessment, deepen the educational understanding of this type of assessment, and change the perception of assessment as limited to measuring achievement. The study results may also help shape teachers' understanding of alternative assessments and their practical application of it.

About practical significance, the research findings may guide teachers, educational supervisors, and curriculum developers to consider alternative assessment and its tools, such as scoring scales, checklists, and observation tools, as important and appropriate tools for classroom activities and provide realistic and practical data on student performance. The study also provides validated tools to measure teachers' possession and practice of alternative assessment. Moreover, the study provides robust tools for identifying teachers' training needs for this type of assessment.

5. Theoretical Framework

Educational measurement and evaluation research often criticizes traditional testing tools for actual assessment, as learners learn by evaluating, modifying, and developing their performance. Learners receive direct feedback from the teacher, increasing transparency between the teacher and the learner and allowing them to work freely with their own thinking patterns, rather than being restricted by the teacher's. Thus, they are encouraged to critique and evaluate their learning and ask questions such as, "Why was the curriculum designed this method?", "What is the final outcome of this assignment?", "Which activities are related to the outcome?", and "What success criteria are used to measure their performance?" (7).

Alternative assessments are based on several assessment strategies, including performance assessment, paper-and-pencil assessment, observation-based assessment, communication-based assessment, and reflection-based assessment. Self-reflection-based assessment relies on alternative assessment tools such as checklists, rating scales, verbal rating scales, learning progress logs, and narrative records (8). Alternative assessment has brought about new shifts in student achievement and performance, including:

5.1 Shifting from a test culture to an assessment culture

This assessment system, known as the "test culture", leads to the perception that teaching and assessment are separate processes, with the former being the responsibility of the teacher and the latter the responsibility of the measurement and evaluation specialist. Therefore, the validity of these tests is questionable, as they may not be closely linked to the stated educational objectives and the students' life context. This new system is called "assessment culture" because the concept of assessment replaces testing and requires thinking, reasoning, and problem-solving skills. Both processes and outcomes are assessed based on student-generated assessment forms, with outcome reporting taking the form of a descriptive overview detailing the student's performance.

5.2 Shifting from traditional assessments to multiple assessments

Modern perspectives on learning and achievement, and the concept of multiple intelligences, require the critical educational outcomes indicated by levels of education and the expansion of assessment methods and tools to measure these outcomes. Traditional assessment often focuses on measuring students' ability to demonstrate knowledge using paper-based tests. Alternative assessments, from a modern perspective, focus on students' performance, skills, understanding, and the formation of knowledge structures. This requires a wide range of assessment methods and tools, such as observing student performance, critiquing student projects, products, and presentations, compiling a portfolio of student work, and grading students on a grading scale. Accordingly, this expands the range of information collected about students and uses this information to assess students’ performance styles and patterns, record learning, and identify students' strengths and weaknesses.

5.3 Shifting from single-to-integrated assessment

The shift from one-dimensional assessment to multidimensional assessment, where a single test is administered at the end of the semester to measure student achievement, contributes to the integration of assessment into the classroom learning process. Therefore, assessments should help students learn effectively, gain useful information, set personal academic expectations, and express their knowledge and skills. Assessment can help teachers adapt

their teaching to the needs of their students and communicate expectations and performance levels to their students. For example, if it is necessary to link expectations and levels to the assessment process, it is also appropriate for teachers to orient their teaching to assessment, provided that the assessment is realistic. This is because without a clear relationship between teaching and assessment, neither students nor teachers will be able to use the information gained from assessment to enhance and improve learning (9).

6. Method

This section gives an insight into the research approach and methodology, the research population and sample, the instrument used and how to ensure its validity and reliability, and the procedures for its implementation, along with the variables and statistical approaches used.

Research Approach

Given the nature of the research objectives, questions, and problems, the descriptive-analytical approach was utilized, as it is the most appropriate for this type of study.

Research Limitations

The research results can be generalized considering the following limitations:

1. **Human Limitations:** This research study is limited to a random sample of teachers in the first three grades in the Education Directorates of the University District, Naour, and Bayader Wadi Seer.
2. **Spatial Limitations:** This research study is conducted at the schools of the University District, Naour and Bayader Wadi Al-Seer.
3. **Temporal Limitations:** This research study is conducted in the second semester of the academic year (2023/2024).

Research Population

The research population consisted of all (2350) female teachers in the first three grades in Amman schools, according to statistics from the Jordanian Ministry of Education for the academic year (2023/2024).

Research Sample

The research sample consists of a random sample of (300) female teachers in the first three grades in Amman schools. Research sample participants were selected using a simple random sampling method. Table (1) illustrates the distribution of the research sample participants according to the variables.

Table 1

Distribution of Study Sample Participants According to Demographic Variables

Research Variables	Categories	Frequencies	Percentage
Academic Qualification	Community College Bachelor's	28	62.2%
	Post-Bachelor's	17	37.8%
	Total	45	100.0%
Number of Years of Experience	Less Than Five Years From Five To Ten Years	18	40.0%
	Ten Years and Above	27	60.0%
	Total	45	100.0%

Research Instrument

The theoretical literature and previous research and studies related to the study topic, i.e. Al-Shammari's 2018 study, were reviewed to design the item-based questionnaire. The 36-item questionnaire is divided into two sections measuring: degree of proficiency of alternative assessment skills among teachers and degree of implementation of alternative assessment skills among teachers. The 36-item questionnaire was distributed across three dimensions: alternative assessment strategies (18) items, self-satisfaction with alternative assessment skills (9) items, and attitudes toward alternative assessment (9) items. A 5-point Likert scale was adopted for responding to the items: strongly agree (5), agree (4), neutral (3), disagree (2), strongly disagree (1). Moreover, the research instrument was distributed electronically, as all returned questionnaires were appropriate for coding and analysis.

Instrument Validity "Content Validity"

To check the content validity of the research instrument, it was reviewed and validated by (6) specialized validators from the faculty members of the faculties of education at Jordanian universities to ensure the validity and accuracy of the content of the items and express their opinions in terms of the clarity of the items, the linguistic formulation, and their suitability for measuring the purpose for which they were designed. The validators were also requested to add, modify, or delete items as they deem suitable. The validators' comments were considered, and the linguistic rephrasing of the items agreed upon by (80%) of the validators was properly completed.

Instrument Validity "Construct Validity"

To check the construct validity of the research instrument, it was applied to the target research sample to determine the extent of the instrument's reliability and the contribution of its items. Correlation coefficients were also calculated between the items and the scores on the related dimension, as well as the correlation of the items with the overall instrument score. Table (2) illustrates those results.

Table 2

Correlation Coefficients between Items with the Dimension and the Overall Instrument Score

Alternative Assessment Strategies						**Self-Satisfaction with Alternative Assessment Skills**			**Attitudes toward Alternative Assessment**		
	Correlation with			**Correlation with**			**Correlation with**			**Correlation with**	
Item	**Dimension**	**Instrument**	**Item**	**Dimension**	**Instrument**	**Item**	**Dimension**	**Instrument**	**Item**	**Dimension**	**Instrument**
1	****0.707**	****0.642**	**10**	****0.716**	****0.668**	**19**	****0.766**	****0.631**	**28**	****0.713**	****0.621**
2	****0.710**	****0.696**	**11**	****0.717**	****0.644**	**20**	****0.742**	****0.640**	**29**	****0.728**	****0.644**
3	****0.725**	****0.620**	**12**	****0.715**	****0.695**	**21**	****0.750**	****0.622**	**30**	****0.705**	****0.658**
4	****0.742**	****0.663**	**13**	****0.751**	****0.624**	**22**	****0.782**	****0.621**	**31**	****0.697**	****0.655**
5	****0.774**	****0.651**	**14**	****0.703**	****0.617**	**23**	****0.725**	****0.610**	**32**	****0.711**	****0.613**
6	****0.757**	****0.632**	**15**	****0.766**	****0.606**	**24**	****0.698**	****0.618**	**33**	****0.711**	****0.628**
7	****0.723**	****0.602**	**16**	****0.741**	****0.648**	**25**	****0.711**	****0.665**	**34**	****0.733**	****0.632**
8	****0.750**	****0.626**	**17**	****0.752**	****0.634**	**26**	****0.732**	****0.615**	**35**	****0.718**	****0.605**
9	****0.731**	****0.610**	**18**	****0.733**	****0.615**	**27**	****0.752**	****0.622**	**36**	****0.715**	****0.614**

***Significant at the significance level (0.01≥α).**

As indicated in Table (2), the correlation coefficients of the research instrument's items ranged between (0.697) and (0.782) with their respective dimensions. The values of the item correlation coefficients with the overall score of the instrument ranged between (0.610) and (0.665), as the values were statistically significant at the (α≥0.01) level. Moreover, the values of Pearson correlation coefficients were also calculated between the dimensions and the overall instrument score, as shown in Table (3).

Table 3

Correlation Coefficient Values between Dimensions and the Overall Instrument Score

Dimensions	**Alternative Assessment Strategies**	**Self-Satisfaction with Alternative Assessment Skills**	**Attitudes toward Alternative Assessment**	**Overall Score**
Alternative Assessment Strategies	1	0.562**	0.544**	0.892**
Self-Satisfaction with Alternative Assessment Skills		1	0.610**	0.844**
Attitudes toward Alternative Assessment			1	865
Overall Score				1

***Significant at the significance level (0.01≥α).**

As shown in Table (3), high and statistically significant correlation values are found at the α≥0.01 level between the dimensions and the overall instrument score, as the correlation coefficients ranged between (0.844) and (0.892), indicating a degree of internal construct validity for the instrument.

Instrument Reliability

To check the reliability of the research instrument, it was applied to the target research sample, where internal consistency reliability coefficients were calculated using Cronbach's Alpha formula for the participants' responses to the items. Table (4) illustrates those results.

Table 4

Internal Consistency Reliability Coefficients "Cronbach's Alpha" of the Research Instrument

Dimensions	**Cronbach's Alpha**	**Item Number**
Alternative Assessment Strategies	**0.961**	**18**
Self-Satisfaction with Alternative Assessment Skills	**0.924**	**9**

Attitudes toward Alternative Assessment	**0.930**	**9**
Overall Instrument Score	**0.977**	**36**

As revealed by Table (4), the internal consistency coefficients "Cronbach's alpha" for the research instrument ranged between (0.924) and (0.961) for the dimensions. However, the Cronbach's alpha coefficient for the overall instrument's items was (0.977), indicating that these values are considered appropriate for study purposes considering what studies have previously indicated.

Statistical Approach

Data processing was conducted using (SPSS) and the following statistical methods:

- Pearson's correlation coefficient and Cronbach's alpha formula were used to find out the internal consistency reliability coefficient of the study instrument.
- Means, standard deviations, ranks, and degrees were calculated to answer the first and second questions.
- A multivariate analysis of variance "MANOVA" test was used to compare the sample's mean responses to demographic variables to answer the third and fourth questions.
- Pearson's correlation coefficient was used to determine the relationship between the degree of proficiency and implementation to answer the fifth question.
- To adjust the instrument, a five-point Likert scale was adopted, with each item being assigned one point. To analyze the results and determine the means, the following standard values were adopted, as shown in Table (5).

Table 5

Standard Values for Determining the Means of Responses of Sample Participants to the Research Instrument

Proficiency and Implementation Degree	**Mean Value**
Low	**2.33– 1.00**
Medium	**3.67– 2.34**
High	**5.00 – 3.68**

7. Results

This section presents the results of the sample participants' responses to the research instrument, as follows:

(RQ1). What is the degree of proficiency of alternative assessment strategies among teachers of the first three grades in Amman schools in Jordan?

To answer this question, means, standard deviations, ranks, and degrees of the proficiency of alternative assessment strategies among teachers in the first three grades in Amman schools were calculated. Table (6) illustrates those results.

Table 6

Means, Standard Deviations, Ranks, and Degrees of Proficiency of Alternative Assessment Strategies among Teachers of the First Three Grades in Amman schools Arranged in Descending Order

#	Dimensions	AM	SD	Rank	Degree
1.	**Alternative Assessment Strategies**	**4.23**	**0.63**	**1**	**High**
2.	**Self-Satisfaction with Alternative Assessment Skills**	**4.22**	**0.61**	**2**	**High**
3.	**Attitudes toward Alternative Assessment**	**4.18**	**0.66**	**3**	**High**
	Overall Degree	**4.21**	**0.59**	**High**	

As indicated in Table (6), the overall degree of proficiency of alternative assessment strategies among teachers in the first three grades in Amman schools was "high" with a mean of (4.21) and a standard deviation of (0.59). The dimension of "Alternative Assessment Strategies" was ranked first with a high degree with a mean of (4.23) and a standard deviation of (0.63). The dimension of "Self-satisfaction with Alternative Assessment Skills" was ranked second with a high degree with a mean of (4.22) and a standard deviation of (0.61). However, the dimension of "Attitudes toward Alternative Assessment" was ranked last with a high degree with a mean of (4.18) and a standard deviation of (0.66). The means, standard deviations, and assessment degrees were also calculated for the items in each dimension, considering the descending order of the items according to the means within the dimension. Table (7) illustrates those results.

Table 7

Means, Standard Deviations, Ranks, Degrees for Items of Each Dimension Arranged in Descending Order According to the Means

#	Text of Item	AM	SD	Rank	Degree
6	Care is taken when planning for observable behavior.	4.26	0.74	1	High
3	The interview helps gather information about students' level of achievement and uses it as feedback during the assessment process.	4.25	0.75	2	High
4	The objectives of the questions to be used in the interview are determined in advance.	4.24	0.78	3	High
1	Training contributes to improving the teacher's proficiency in using alternative assessment strategies.	4.23	0.79	4	High
2	Years of teaching experience play an important role in the effectiveness of using alternative assessment strategies	4.22	0.83	5	High
5	An interview is an effective method for you to learn about students' interests and tendencies.	4.21	0.78	6	High
8	Cumulative files provide a comprehensive view and insight into all aspects of students' cognitive, skill, and affective learning.	4.20	0.80	7	High
7	Cumulative student files help identify weaknesses.	4.19	0.79	8	High
	Overall degree for the Dimension of Alternative Assessment Strategies	**4.23**	**0.63**	**8**	**High**
9	Educational specialization further assists teachers in using various alternative assessment skills.	**4.36**	4.36	**1**	**High**
12	The objectives of the questions to be used in the interview are determined in advance.	**4.25**	4.25	**2**	**High**
13	Weak educational preparation programs contribute to a lack of awareness of the importance of teachers possessing alternative assessment skills.	**4.21**	0.75	**3**	**High**
11	Alternative assessment skills provide accurate and consistent information about students' abilities.	**4.21**	0.77	**4**	**High**
10	Years of experience contribute to better mastery of alternative assessment skills.	**4.17**	0.74	**5**	**High**
14	**Teachers lack sufficient scientific knowledge of alternative assessment skills**	**4.13**	0.83	**6**	**High**
	overall Degree for the Dimension of Self-Satisfaction	**4.22**	**0.83**		HIGH

	with Alternative Assessment Skills				
18	The teacher believes in the effective role of training programs in raising her level of use of alternative assessment skills.	**4.22**	**0.61**	**1**	**High**
19	The teacher feels that using alternative assessment strategies provides her with feedback on her performance in the classroom.	**4.21**	**0.83**	**2**	**High**
15	The teacher believes that years of experience play an effective role in diversifying the use of alternative assessment skills.	**4.19**	**0.71**	**3**	**High**
16	The teacher feels that her educational specialization contributes to her possession of alternative assessment skills and various strategies.	**4.15**	**0.78**	**4**	**High**
17	The teacher wishes to enroll in a training course on the use of alternative assessment strategies.	**4.13**	**0.83**	**5**	**High**
	overall Degree for the Dimension of Attitudes toward Alternative Assessment	**4.18**	**0.66**		**High**

As demonstrated in Table (7), the dimension of alternative assessment strategies received a high degree, with a mean of (4.23) and a standard deviation of (0.63). Item (6) stipulating "Care is taken when planning for observable behavior" is ranked first with a high degree, a mean of (4.26), and a standard deviation of (0.74). However, item (7) stipulating "Cumulative student files help identify weaknesses" is ranked last with a high degree, a mean of (4.19), and a standard deviation of (0.79).

Moreover, it is noted that the dimension of self-satisfaction with alternative assessment skills was rated as high with a mean of (4.22) and a standard deviation of (0.61). Item (9), stipulating "Educational specialization further assists teachers in using various alternative assessment skills. received a high degree with a mean of (4.36) and a standard deviation of (0.72). On the other hand, item (14) stipulating "Teachers lack sufficient scientific knowledge of alternative assessment skills" attained a high degree with a mean of (4.13) and a standard deviation of (0.83).

Furthermore, it is noted that the dimension of attitudes toward alternative assessment received a high degree with a mean of (4.18) and a standard deviation of (0.66). Item (18) stipulating "The teacher believes in the effective role of training programs in raising her level of use of alternative assessment skills" is ranked first with a high degree with a mean of (4.24) and a standard deviation of (0.78). However, item (17) stipulating "The teacher wishes to enroll in a training course on the use of alternative assessment strategies" is ranked last with a high degree with a mean of (4.13) and a standard deviation of (0.83).

(RQ2). What is the degree of implementation of alternative assessment strategies among teachers of the first three grades in Amman schools in Jordan?

To answer this question, means, standard deviations, ranks, and degrees of the implementation of alternative assessment strategies among teachers in the first three grades in Amman schools were calculated. Table (8) illustrates those results.

Table 6

Means, Standard Deviations, Ranks, and Degrees of Implementation of Alternative Assessment Strategies among Teachers of the First Three Grades in Amman schools Arranged in Descending Order

#	Dimensions	AM	SD	Rank	Degree
1	Alternative Assessment Strategies	4.21	0.58	2	High
2	Self-Satisfaction with Alternative Assessment Skills	4.17	0.64	3	High
3	Attitudes toward Alternative Assessment	4.28	0.63	1	High
	Overall Degree	4.22	0.57	High	

As indicated in Table (9), the overall degree of implementation of alternative assessment strategies among teachers in the first three grades in Amman schools was "high" with a mean of (4.22) and a standard deviation of (0.57). The dimension of "Attitudes toward Alternative Assessment " was ranked first with a high degree with a mean of (4.28) and a standard deviation of (0.63). The dimension of " Alternative Assessment Strategies " was ranked second with a high degree with a mean of (4.21) and a standard deviation of (0.58). However, the dimension of "Self-satisfaction with Alternative Assessment Skills" was ranked last with a high degree with a mean of (4.17) and a standard deviation of (0.64). The means, standard deviations, and assessment degrees were also calculated for the items in each dimension, considering the descending order of the items according to the means within the dimension. Table (9) illustrates those results.

Table 9

Means, Standard Deviations, Ranks, Degrees for Items of Each Dimension Arranged in Descending Order According to the Means

#	*Text of Item*	*AM*	*SD*	*Rank*	*Degree*
1	*Academic specialization is one of the most important*	*4.34*	*0.69*	*1*	*HIGH*

	factors influencing the effective implementation of alternative assessment strategies.				
10	Classroom discussion assessment helps observe student behavior and participation in class.	*4.26*	*0.73*	*2*	*HIGH*
5	Observational assessment includes students' social interaction with the teacher and other students inside and outside the classroom.	*4.23*	*0.74*	*3*	*HIGH*
9	*Classroom discussion assessment encourages the development and support of student work.*	*4.22*	*0.75*	*4*	*HIGH*
3	*The teaching schedule influences the use of alternative assessment strategies.*	*4.21*	*0.75*	*5*	*HIGH*
4	*Interviews involve direct questioning of students.*	*4.20*	*0.75*	*6*	*HIGH*
8	*Student cumulative files are reviewed and prepared, containing necessary reports on each student's remedial plans.*	*4.19*	*0.79*	*7*	*HIGH*
6	*Student observations are objectively recorded.*	*4.18*	*0.78*	*8*	*HIGH*
2	*Alternative assessment strategies are an essential resource for the realistic student assessment process.*	*4.16*	*0.67*	*9*	*HIGH*
7	Cumulative files provide a comprehensive understanding of alternative assessment.	*4.15*	*0.78*	*10*	*HIGH*
	Overall Degree for the Dimension of Alternative Assessment Strategies	*4.21*	*0.58*	*HIGH*	
12	Alternative assessment skills provide important information about learning outcomes.	*4.21*	*0.73*	*1*	*HIGH*
11	*High enrollment limits the application of alternative assessment skills.*	*4.18*	*0.70*	*2*	*HIGH*
13	*Alternative assessment skills contribute to making accurate judgments about students.*	*4.14*	*0.82*	*3*	*HIGH*
	Overall Degree for the Dimension of Self-Satisfaction with Alternative Assessment Skills	*4.17*	*0.64*	*HIGH*	
14	*The teacher believes that the teaching schedule plays an important role in implementing alternative assessment strategies.*	*4.40*	*0.70*	*1*	*HIGH*

17	*The teacher feels that alternative assessment achieves the desired curriculum goals.*	*4.26*	*0.78*	*2*	*HIGH*
15	*The teacher believes that alternative assessment motivates students to learn independently.*	*4.23*	*0.76*	*3*	*HIGH*
16	*The teacher believes that alternative assessment requires an acceptable amount of effort to solve problems that may arise.*	*4.22*	*0.77*	*4*	*HIGH*
	Overall Degree for the Dimension of Attitudes toward Alternative Assessment	*4.28*	*0.63*	*HIGH*	

As demonstrated in Table (9), the dimension of alternative assessment strategies received a high degree, with a mean of (4.21) and a standard deviation of (0.58). Item (1) stipulating "Academic specialization is one of the most important factors influencing the effective implementation of alternative assessment strategies" is ranked first with a high degree, a mean of (4.34), and a standard deviation of (0.69). However, item (7) stipulating "Cumulative files provide a comprehensive understanding of alternative assessment" is ranked last with a high degree, a mean of (4.15), and a standard deviation of (0.78).

Moreover, it is noted that the dimension of self-satisfaction with alternative assessment skills was rated as high with a mean of (4.17) and a standard deviation of (0.64). Item (12), stipulating "Alternative assessment skills provide important information about learning outcomes" received a high degree with a mean of (4.21) and a standard deviation of (0.73). On the other hand, item (13) stipulating "Alternative assessment skills contribute to making accurate judgments about students" attained a high degree with a mean of (4.14) and a standard deviation of (0.82).

Furthermore, it is noted that the dimension of attitudes toward alternative assessment received a high degree with a mean of (4.28) and a standard deviation of (0.63). Item (14) stipulating "The teacher believes that the teaching schedule plays an important role in implementing alternative assessment strategies" is ranked first with a high degree with a mean of (4.40) and a standard deviation of (0.70). However, item (16) stipulating "The teacher believes that alternative assessment requires an acceptable amount of effort to solve problems that may arise" is ranked last with a high degree with a mean of (4.22) and a standard deviation of (0.77).

(RQ3). Are there statistically significant differences in the degree of proficiency of alternative assessment strategies among teachers of the first three grades in Amman

schools in Jordan attributed to the variables of academic qualification and number of years of experience?

To answer this question, means and standard deviations of the degree of the proficiency of alternative assessment strategies among teachers in the first three grades in Amman schools according to the variables of academic qualification and number of years of experience were calculated. Table (10) illustrates those results.

Table 10

Means and Standard Deviations of the Degree of the Proficiency of Alternative Assessment Strategies among Teachers in the First Three Grades in Amman Schools According to the Variables of Academic Qualification and Number of Years of Experience

Variables	*Categories*	*Statistics*	***Alternative Assessment Strategies***	***Self-Satisfaction with Alternative Assessment Skills***	***Attitudes toward Alternative Assessment***	***Overall Degree***
Number od Years of Experience	***Less Than Five Years***	**AM**	*4.22*	*4.17*	*4.13*	*4.17*
		SD	*0.69*	*0.67*	0.68	*0.63*
	From Five To Ten	**AM**	*4.23*	*4.23*	*4.23*	*4.23*
		SD	*0.67*	*0.60*	*0.71*	*0.62*
	Ten Years and Above	**AM**	*4.23*	*4.24*	*4.20*	*4.22*
		SD	*0.54*	*0.57*	*0.59*	*0.53*
Academic Qualification	**Community College**	**AM**	*4.03*	*4.15*	*4.07*	*4.08*
		SD	*0.78*	*0.64*	*0.66*	*0.64*
	Bachelor's	**AM**	*4.26*	*4.24*	*4.21*	*4.23*
		SD	*0.59*	*0.60*	*0.64*	*0.56*
	Post-Bachelor's	**AM**	*4.24*	*4.18*	*4.18*	*4.20*
		SD	*0.63*	*0.66*	*0.72*	*0.65*
TOTAL	**AM**	*4.23*	*4.22*	*4.18*	*4.21*	
	SD	*0.63*	*0.61*	*0.69*	*0.59*	

Table (10) indicates apparent differences between the means across each of the dimensions and the overall degree for the degree of proficiency of alternative assessment strategies among teachers in the first three grades in Amman schools, according to demographic variables. To demonstrate the significance of the differences between the means, a multivariate analysis of variance (MANOVA) test was used, as shown in Table (11).

Table 11

Result of A multivariate Analysis of Variance (MANOVA) of the Degree of the Proficiency of Alternative Assessment Strategies among Teachers in the First Three Grades in Amman Schools According to the Variables of Academic Qualification and Number of Years of Experience

Source of Variance /Variable	**Dimensions**	**Sum of Squares**	**DF**	**Mean of Squares**	**F-Value**	**Sig. Level**
Number of Years of Experience Wilks' Lambda =0.983 F =0.844, Sig =.537	Alternative Assessment Strategies	.016	2	.008	.021	.980
	Self-Satisfaction with Alternative Assessment Skills	.429	2	.215	.565	.569
	Attitudes toward Alternative Assessment	.402	2	.201	.463	.630
	Overall Instrument Degree	.148	2	.074	.212	.809
Academic Qualification Wilks' Lambda = 0.971 F =1.455, Sig =.192	Alternative Assessment Strategies	1.639	2	.820	2.082	.127
	Self-Satisfaction with Alternative Assessment Skills	.481	2	.241	.633	.532
	Attitudes toward Alternative Assessment	.505	2	.253	.582	.559
	Overall Instrument Degree	.685	2	.343	.980	.377
Error	Alternative Assessment Strategies	116.124	295	.394		
	Self-Satisfaction with Alternative Assessment Skills	112.076	295	.380		

	Attitudes toward Alternative Assessment	127.994	295	.434		
	Overall Instrument Degree	103.121	295	.350		
Adjusted Total	Alternative Assessment Strategies	117.784	299			
	Self-Satisfaction with Alternative Assessment Skills	112.839	299			
	Attitudes toward Alternative Assessment	129.009	299			
	Overall Instrument Degree	104.002	299			

*Significant at the significance level (0.05≥α).

As indicated in Table (11), there were no statistically significant differences at the significance level (α≤0.05) between the means of participants' responses across all dimensions, attributed to the variable of number of years of experience. The statistical F-values on the dimensions ranged between (0.021) and (0.565), with a significance level greater than (0.05), indicating that these values are considered insignificant at (α≥0.05). It also shows no statistically significant differences between the means of participants' responses to the overall instrument degree attributable to number of years of experience. The F-value on the overall degree was (0.212) at a significance level of (0.809), indicating that this value is considered statistically insignificant at the level of (0.05≥α). Moreover, there were no statistically significant differences at the significance level (α≤0.05) between the means of participants' responses across all dimensions, attributed to the variable of academic qualification. The statistical F-values on the dimensions ranged between (0.582) and (2.082), with a significance level greater than (0.05), indicating that these values are considered insignificant at (α≥0.05).

Table (11) indicated no statistically significant differences at the significance level (α≤0.05) between the means of participants' responses across all dimensions, attributed to the variable of academic qualification. The statistical F-values on the dimensions ranged between (0.980) and (0.377), with a significance level greater than (0.05), indicating that these values are considered insignificant at (α≥0.05).

(RQ4). Are there statistically significant differences in the degree of implementation of alternative assessment strategies among teachers of the first three grades in Amman schools in Jordan attributed to variables of academic qualification and number of years of experience?

To answer this question, means and standard deviations of the degree of the implementation of alternative assessment strategies among teachers in the first three grades in Amman schools according to the variables of academic qualification and number of years of experience were calculated. Table (12) illustrates those results.

Table 12

Means and Standard Deviations of the Degree of the Implementation of Alternative Assessment Strategies among Teachers in the First Three Grades in Amman Schools According to the Variables of Academic Qualification and Number of Years of Experience

Variables	Categories	Statistics	Alternative Assessment Strategies	Self-Satisfaction with Alternative Assessment Skills	Attitudes toward Alternative Assessment	Overall Degree
Number of Years of Experience	Less Than Five Years	**AM**	4.22	4.17	4.13	4.17
		SD	0.69	0.67	0.68	0.63
	From Five To Ten	AM	4.23	4.23	4.23	4.23
		SD	0.67	0.60	0.71	0.62
	Ten Years and Above	AM	4.23	4.24	4.20	4.22
		SD	0.54	0.57	0.59	0.53
Academic Qualification	**Community College**	AM	4.03	4.15	4.07	4.08
		SD	0.78	0.64	0.66	0.64
	Bachelor's	AM	4.26	4.24	4.21	4.23
		SD	0.59	0.60	0.64	0.56
	Post-Bachelor's	AM	4.24	4.18	4.18	4.20
		SD	0.63	0.66	0.72	0.65
Total	AM	**4.23**	**4.22**	**4.18**	**4.21**	
	SD	**0.63**	**0.61**	**0.66**	**0.59**	

Table (12) indicates apparent differences between the means across each of the dimensions and the overall degree for the degree of implementation of alternative assessment strategies among teachers in the first three grades in Amman schools, according to demographic

variables. To demonstrate the significance of the differences between the means, a multivariate analysis of variance (MANOVA) test was used, as shown in Table (13).

Table 13

Result of A multivariate Analysis of Variance (MANOVA) of the Degree of the Implementation of Alternative Assessment Strategies among Teachers in the First Three Grades in Amman Schools According to the Variables of Academic Qualification and Number of Years of Experience

Source of Variance /Variable	Dimensions	Sum of Squares	DF	Mean of Squares	F-Value	Sig. Level
Number of Years of Experience Wilks' Lambda =0.932 F =3.492, Sig =.002	Alternative Assessment Strategies	.143	2	.071	.213	.809
	Self-Satisfaction with Alternative Assessment Skills	.842	2	.421	1.056	.349
	Attitudes toward Alternative Assessment	.936	2	.468	1.180	.309
	Overall Instrument Degree	.036	2	.018	.057	.945
Academic Qualification Wilks' Lambda = 0.943 F =2.912, Sig =.008	Alternative Assessment Strategies	1.824	2	.912	2.713	.068
	Self-Satisfaction with Alternative Assessment Skills	2.905	2	1.452	3.641	*.027
	Attitudes toward Alternative Assessment	.417	2	.208	.525	.592
	Overall Instrument Degree	1.352	2	.676	2.106	.123
Error	Alternative Assessment Strategies	99.173	295	.336		
	Self-Satisfaction with Alternative Assessment Skills	117.685	295	.399		
	Attitudes toward Alternative	116.998	295	.397		

	Assessment					
	Overall Instrument Degree	94.679	295	.321		
Adjusted Total	Alternative Assessment Strategies	101.059	299			
	Self-Satisfaction with Alternative Assessment Skills	121.426	299			
	Attitudes toward Alternative Assessment	118.277	299			
	Overall Instrument Degree	96.158	299			

As indicated in Table (13), there were no statistically significant differences at the significance level ($\alpha \leq 0.05$) between the means of participants' responses across all dimensions, attributed to the variable of number of years of experience. The statistical F-values on the dimensions ranged between (0.213) and (1.180), with a significance level greater than (0.05), indicating that these values are considered insignificant at ($\alpha \geq 0.05$). It also shows no statistically significant differences between the means of participants' responses to the overall instrument degree attributable to number of years of experience. The F-value on the overall degree was (0.057) at a significance level of (0.945), indicating that this value is considered statistically insignificant at the level of ($0.05 \geq \alpha$).

Also, it showed no statistically significant differences between the means of participants' responses to dimensions except for the dimension "self-satisfaction with alternative assessment skills" attributed to the variable of academic qualification. The F-value on the dimensions was between (2.713) and (0.525) with a significance level greater than (0.05), indicating that this value is considered statistically insignificant at the level of ($0.05 \geq \alpha$).

Moreover, it showed statistically significant differences between the means of participants' responses to the dimension "self-satisfaction with alternative assessment skills" attributed to the variable of academic qualification. The F-value on the dimension was (3.641) at a significance level of (0.027), indicating that this value is considered significant at ($\alpha \geq 0.05$). The differences between participants with a community college degree and those with a bachelor's degree were in favor of those with a bachelor's degree, with a higher mean value. Besides, Table (13) indicated no statistically significant differences between the means of

responses of participants to the overall instrument degree attributed to academic qualification, as the F-value on the overall degree was (2.106) at a significance level of (0.123), and this value is statistically insignificant at the level of (0.05≥α).

(RQ5). Is there a statistically significant correlation between proficiency and implementation of alternative assessment among teachers in the first three grades in Amman?

To answer the question, Pearson correlation coefficients were calculated between the degree of proficiency and implementation of alternative assessment among teachers in the first three grades in Amman, as shown in Table (14).

Table 14

Pearson Correlation Coefficients between the Degree of Proficiency and Implementation of Alternative Assessment among Teachers in the First Three Grades in Amman

			Degree of Implementation			
	Dimensions	**Statistics**	**Alternative Assessment Strategies**	**Self-Satisfaction with Alternative Assessment Skills**	**Attitudes toward Alternative Assessment**	**Overall Degree**
Degree of Proficiency	**Alternative Assessment Strategies**	**Correlation Coefficient**	****0.924**	****0.801**	****0.791**	****0.900**
		Sig. Level	**0.000**	**0.000**	**0.000**	**0.000**
	Self-Satisfaction with Alternative Assessment Skills	Correlation Coefficient	****0.759**	****0.841**	****0.775**	****0.849**
		Sig. Level	**0.000**	**0.000**	**0.000**	**0.000**
	Attitudes toward Alternative Assessment	Correlation Coefficient	****0.755**	****0.829**	****0.839**	****0.867**
		Sig. Level	**0.000**	**0.000**	**0.000**	**0.000**
	Overall Degree	Correlation Coefficient	****0.880**	****0.895**	****0.871**	****0.946**
		Sig. Level	**0.000**	**0.000**	**0.000**	**0.000**

**Statistically significant at the significance level (α≥0.01).

As shown in Table (14), the Pearson correlation coefficient value between the degree of proficiency and implementation of alternative assessment among teachers in the first three grades in Amman was (0.946), with a significance level of (0.000). This value indicates a

high and statistically significant relationship at the significance level of (0.01≥α). It also showed that the values of the correlation coefficients between the dimensions in both variables are high and statistically significant, demonstrating a statistically significant correlation at the significance level (α≥0.01) between the research variables.

8. Conclusion

In a nutshell, the current paper explored the degree of proficiency and implementation of alternative assessment strategies among teachers of the first three grades in Ministry of Education schools in Jordan. The results indicate that the overall degree of proficiency and implementation of alternative assessment strategies among teachers of the first three grades in Amman schools is high, with a mean of (4.21) and a standard deviation of (0.59).

9. Recommendations

Given the research results attained in the current paper, this paper recommends reducing the number of students in classrooms to increase opportunities for the use of alternative assessment strategies, developing a guide that includes methods for implementing alternative assessment strategies at all educational levels, encouraging students to engage with alternative assessment strategies, and organizing training courses for teachers to equip them with alternative assessment strategies.

Moreover, other key recommendations are reflected in motivating educational supervisors to provide technical support to teachers in implementing alternative assessment strategies, monitoring the teachers' assessment methods by school administration, and focusing on enhancing teachers' competencies in implementing alternative assessment strategies.

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