

*

(275)

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.(1986)

.(2007)

.2010/8/11

2009/1/9

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(Authentic Assessment)

(Alcala, 2000)

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.(2003

(Palm, 2008)

()

(Muller, 2007)

" "

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.(2004

()

(Wiggins, 2000)

/

(398)

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(2001)

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(130)

.(Muller, 2007)

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(

%82

(Eric)

%56

(Schmidt and Brosnan, 1996)

(35)

(180)

) :

(Ketter, 2002)

(

.(...

(Warren and Nisbet, 2001)

(MATHDI)

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(McDonald and Boud, 2003)

(256)

(515)

(256)

%98

(2004)

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(123)

.1

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2005/2004

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.2

(0.05 ≥ α)

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20-10

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(2004

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%23.8

%15.6

(Palm, 2008)

(ERIC)

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 () : -
 (5154) : -
 %5
 (275)
 (1) : -

(1)

%24	65		
%76	210		
%49	135		
%40	110		
%11	30		
%81	222		
%10	27		
%9	26		
%58	158	10	
%28	78	20-10	
%14	39	20	

.1 2 3 () :
 (6) -2 :
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 (2004) :
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 (15) (24)
 (9)
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(12)

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(2)

4 3

0.000	10.74-	23	() 3
		32.65	() 4
0.000	5.95-	18.6	() 3
		24.55	() 4

(3)

0.43	0.76	0.56	11	0.29	0.59	0.49	1
0.50	0.80	0.62	12	0.40	0.69	0.58	2
0.25	0.44	0.58	13	0.38	0.74	0.52	3
0.33	0.55	0.60	14	0.44	0.80	0.55	4
0.35	0.66	0.53	15	0.47	0.75	0.63	5
0.50	0.78	0.64	16	0.31	0.68	0.46	6
0.47	0.72	0.65	17	0.25	0.55	0.46	7
0.45	0.68	0.66	18	0.48	0.69	0.69	8
0.53	0.75	0.71	19	0.29	0.70	0.41	9
0.42	0.62	0.68	20	0.31	0.73	0.43	10

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(4)

0.44		1	2.75	()	13
0.55		2	2.6		7
0.55		3	2.6		14
0.59		4	2.58		1
0.72		5	2.50) (17
0.68		6	2.48		18
0.68		7	2.42		6
0.75		8	2.42		19
0.80		9	2.35		12
0.80		10	2.33		4
0.76		11	2.33	()	11
0.69		12	2.30		8
0.78		13	2.28	()	16
0.75		14	2.28		5
0.62		15	2.23		20
0.70		16	2.15		9
0.66		17	1.98		15
0.69		18	1.93	()	2
0.73		19	1.78	()	10
0.74		20	1.65	()	3

(0.05 ≥ α)

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(4)

(Item-total Correlation)

(3)

(4)

(3)

:

	(Scheffe)	0.25		0.53
			(α)	
	:		0.76	
:		:	.075	
"	-	"	.(0.05 \geq α)	
(4)				-
	(4)		SPSS	-
1 7				
2.58 2.6				
	:			
9 5 8 11 4 12 6 :				
2.35 2.42		2.28 2.30 2.33*2.33		(1*2*3)
		()
	3 10 2			
	1.65 1.78 1.93			
	(4)			
		:	2.48-2.13	3 - 2.49
(17 14 13)				.2.12 -1
2.5 2.6 2.75				
(:
			SPSS	
(18*19*16*20)				
	(2.23 2.28 2.42 2.48)			
()

1.98 (15)

(5)

20		20-10		10		
0.47	2.68	0.65	2.5	0.61	2.52	1
0.72	2.28	0.82	1.93	0.75	2.02	2
0.67	1.75	0.77	1.72	0.65	1.58	3
0.60	2.73	0.74	2.49	0.63	2.58	4
0.68	2.55	0.69	2.36	0.72	2.39	5
0.36	2.85	0.70	2.62	0.62	2.63	6
0.53	2.65	0.58	2.57	0.58	2.61	7
0.64	2.42	0.71	2.35	0.69	2.29	8
0.69	2.33	0.69	2.11	0.69	2.17	9
0.76	1.8	0.71	1.64	0.69	1.71	10
0.68	2.45	0.81	2.15	1.1	2.21	11
0.60	2.55	0.74	2.43	0.77	2.34	12
4.22	36.45	4.84	33.96	4.45	33.11	
0.52	2.8	0.42	2.82	0.42	2.8	13
0.46	2.8	0.60	2.51	0.54	2.58	14
0.62	2.23	0.68	1.95	0.69	2.02	15
0.58	2.35	0.77	2.11	0.72	2.24	16
0.64	2.45	0.69	2.46	0.58	2.52	17
0.74	2.4	0.71	2.35	0.63	2.47	18
0.68	2.55	0.58	2.5	0.60	2.47	19
0.55	2.55	0.78	2.12	0.74	2.2	20
2.78	20.125	3.24	18.82	3.001	19.32	

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-10) 10) (0.05 ≥ α)

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20 20-10 10) (

.(5)) (

(6)

0.50	2.60	0.67	2.56	0.61	2.53	1
0.76	1.8	0.71	2.22	0.77	2.04	2
0.78	1.76	0.63	1.84	0.68	1.6	3
0.82	2.4	0.74	2.31	0.62	2.63	4
0.70	2.36	0.74	2.31	0.70	2.42	5
0.64	2.68	0.60	2.66	0.62	2.66	6
0.59	2.48	0.61	2.41	0.56	2.65	7
0.76	2.2	0.55	2.22	0.70	2.35	8
0.82	2.00	0.74	2.03	0.66	2.22	9
0.77	1.48	0.62	1.75	0.71	1.72	10
0.86	1.92	0.79	1.88	1	2.32	11
0.76	2.36	0.86	2.03	0.71	2.45	12
4.93	35.00	4.83	33.25	4.59	33.78	
0.54	2.72	0.25	2.94	0.44	2.80	13
0.76	2.40	0.51	2.53	0.53	2.62	14
0.62	1.84	0.73	1.91	0.67	2.07	15
0.78	1.88	0.74	1.97	0.69	2.3	16
0.67	2.12	0.66	2.38	0.59	2.56	17
0.83	2.24	0.66	2.22	0.65	2.48	18
0.70	2.36	0.60	2.34	0.59	2.53	19
0.84	2.04	0.73	2.28	0.73	2.25	20
3.38	17.60	2.99	18.56	2.95	19.61	

(5)

.(6)

(6)

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.(8)

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(7)

(7)

0.54	2.63	0.57	2.57	0.66	2.46	1
0.72	1.86	0.74	1.93	0.78	2.20	2
0.62	1.54	0.63	1.43	0.73	1.77	3
0.68	2.57	0.6	2.7	0.65	2.55	4
0.75	2.30	0.55	2.67	0.69	2.43	5
0.56	2.73	0.58	2.73	0.66	2.59	6
0.50	2.64	0.52	2.73	0.63	2.56	7
0.71	2.25	0.62	2.60	0.68	2.32	8
0.67	2.16	0.72	1.97	0.69	2.24	9
0.64	1.57	0.63	1.47	0.74	1.87	10
0.82	2.15	1.89	2.73	0.74	2.19	11
0.79	2.36	0.55	2.67	0.73	2.36	12
4.27	34.41	4.75	35.4	4.8	32.99	
0.46	2.77	0.46	2.83	0.40	2.83	13
0.57	2.56	0.43	2.77	0.57	2.58	14
0.65	1.87	0.80	2.10	0.65	2.15	15
0.75	2.06	0.75	2.17	0.66	2.36	16
0.58	2.55	0.63	2.47	0.64	2.45	17
0.66	2.45	0.71	2.20	0.67	2.47	18
0.55	2.55	0.61	2.37	0.64	2.47	19
0.76	2.13	0.57	2.5	0.74	2.26	20
3.03	18.95	2.74	19.40	3.12	19.56	

$(0.05 \geq \alpha)$

(1.64)

"

(7)

(8)

$(0.05 \geq \alpha)$

:

1.3

(8)

(8)

(8)

...

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:

(

.(9)

(8)

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			" "			
0.15	466	40	1.25	0.815		
0.07	466	40	1.38	0.799		
*0.01	466	40	1.64	0.768		
0.29	921	80	1.09	0.701		
0.06	921	80	1.27	0.661		
0.21	921	80	1.13	0.691		
*0.04	921	80	1.31	0.654		

(0.05 ≥ α)

*

(0.05 ≥ α)

(9)

(0.05 ≥ α)

16 15 10 3 2

3.27 8.88 3.27 3.51 2.29

(9)

20 14

()

16 15 11 10 5 3 2

20

(10)

(Scheffe)

(9)

(0.05 ≥ α)

.(10)

17 16 12 4

1.64 2.87 2.34

(9)

(0.05 ≥ α)

(9)

2.28 5.91

.(0.05 ≥ α)

(9)

:

	" "					
0.01	*2.41	0.73	2	1.45		14
0.04	*2.9	1.53	2	3.07		20
0.03	*3.48	68.47	2	136.93		
0.01	*2.34	0.98	2	1.96		4
0.04	*2.87	1.47	2	2.94		12
0.04	*1.64	0.79	2	1.58)	16
0.003	*5.91	2.12	2	4.23	()	17
0.01	2.28	20.26	2	40.51		
0.01	*2.29	1.3	2	2.59	.()	2
0.03	*3.51	1.52	2	3.029	.()	3
0.04	*3.27	1.5	2	2.99	.()	10
0.000	*8.88	3.73	2	7.46		15
0.04	*3.27	1.5	2	2.99)	16
0.016	*3.11	1.34	4	5.36	.()	3
0.01	*3.37	1.41	4	5.66		15
0.02	*4.18	1.78	2	3.56		4
0.04	*2.9	1.53	2	3.07		20

(0.05 ≥ α)

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(10)

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3	2	1			
20	20-11	10			
0.22-	0.06-	-	1		14
*0.29-	-	0.06	2		
-	*0.29	0.22-	3		
*0.43-	0.08-	-	1		20
*0.35-	-	0.08	2		
-	*0.35	*0.43	3		
*2.09-		-	1		
*2.16-	-	0.06	2		
-	*2.16	*2.09	3		
3	2	1			
0.09-	0.23	-	1		4
*0.32-	-	0.23-	2		
-	*0.32	0.09	3		
0.33-	0.09	-	1		12
*0.42-	-	0.09-	2		
-	*0.42	0.33	3		
0.09	*0.42	-	1		16
*0.33-	-	*0.42-	2		
-	*0.33	0.09-	3		
0.25	*0.44	-	1		17
0.18-	-	*0.44-	2		
-	0.18	0.25-	3		
0.96	*2.01	-	1		
1.04-	-	*2.01-	2		
-	1.04	0.96-	3		
3	2	1			
*0.34-	0.27-	-	1		2
0.07-	-	0.27	2		
-	0.07	*0.34	3		
*0.23-	*0.34-	-	1		3
0.10	-	*0.34	2		
-	0.10-	*0.23	3		
*0.29-	*0.40-	-	1		10
0.11	-	*0.40	2		
-	0.11-	*0.29	3		
*0.28-	0.05-	-	1		15
0.23-	-	0.05	2		
-	0.23	*0.28	3		
*0.30-	0.20-	-	1		16
0.10-	-	0.20	2		
-	0.10	*0.30	3		

.(0.05 ≥ α)

•

16 12 4 (0.05 \geq α)
 .(3.11) (3)
 15 (9)
 17 16 (0.05 \geq α)
 $\geq \alpha$ (3.73) (0.05)
 (10)
 (9)
 15 10 3 2
 16 :
 20 4
 (20 11 5) 2.90 4.18
 .(0.05 \geq α)
 (10) (Scheffe)
 (10)
 α (0.05 \geq α) (14)
 (11) 20 10
 .10 3 (20) 20
 20 10
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 20 20
 (10)
 (0.05 \geq α)
 :
 18 17 16 12 11 7 4
 ()
 .(0.05 \geq α)
 (10)
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(2001)

.(Schmidt and Brosnan, 1996)

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($0.05 \geq \alpha$)

(20 14)

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(Warren and

.(2001)

Nisbet, 2001)

17 16 12 4

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16 15 10 3 2

20 11 5

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The Degree of Employing Authentic Assessment Tools and Strategies by Teachers of the Lower Elementary Stage in Amman - Jordanian Schools from their Perspectives

*Ibtisam Tawfiq Asad Abu-Khalifeh, Ghazi Mohammad Ahmad Khader,
Intisar Khaleel Asha and Hanan Ahmad Ismael Hammash**

ABSTRACT

This study aimed at investigating the degree of employing authentic assessment tools and strategies by teachers of the lower elementary stage in Amman schools from their perspectives. The study also aimed at investigating the effect of the variables: years of teaching experience, academic qualifications, and the education authority supervising the school on employing authentic assessment strategies and tools by teachers of the lower elementary stage in Amman. For the purpose of conducting the study, a rating scale was administered on a simple random sample consisting of (275) male and female. The collected data was treated statistically by computing the means and standard deviations of teachers' performance on every item of the rating scale. The Multivariate Analysis of Variance (MANOVA) was also administered to investigate the effect of the variables namely teaching experience, academic qualifications, and the education authority supervising the school. Findings of the study revealed that the oral assessment came first and learning log ranked last for learning tools. As for the strategy of pen and paper (written tests) they came first, and the strategy of self review ranked last. The results also revealed that there were statistically significant differences on certain items of the rating scale in the degree of employment of the authentic assessment tools and strategies at ($\alpha \leq 0.05$) attributed to the variables: years of teaching experience, and academic qualifications, as well as the education authority.

Keywords: Authentic assessment, assessment strategies, lower elementary stage, teachers.

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