

"The Impact of Structural Assessment Strategies and Alternative Evaluation in the Achievement of Students in the Preparatory Stage in Arabic Grammar"

The problem of the current study is to answer the following question:

"What is the impact of the use of structural assessment and alternative assessment in the achievement of students in the preparatory stage in the Arabic grammar?"

The present research aims at identifying the "impact of structural evaluation strategies and alternative assessment in the achievement of students in the preparatory stage in the Arabic grammar"

The researcher has developed three basic zero hypotheses according to the following:

There is no statistically significant difference in the level of (0.05) between the average achievement of students who study the rule rule using the strategy of structural assessment and intermediate grades of Scientific Article: The researcher determined the scientific material to be studied for the students of the three study groups (experimental and control) during the experiment based on the vocabulary of the Arabic grammar book scheduled for the fifth grade (biological), the second semester of the academic year 2016-2017. The chapter included five topics : (Kindness, allowance, number, methods of demand "command, prohibition and prayer", and the method of appeal).

1. Behavioral Goals: Formulation of Behavioral Goals In the light of Bloom's classification of the six levels of knowledge (knowledge, understanding, application, analysis, synthesis, and evaluation), 58 were behavioral goals.

students who study using the traditional method.

2. There is no statistical difference at (0.05) between the average achievement of students who study the rules using the alternative evaluation strategy and the average score of students who study the rules using the traditional method

3. There is no statistically significant difference between the mean scores of the first experimental group who study the rules with the structural evaluation strategy and the average of the second experimental group who study the material using the alternative assessment strategy.

The researcher adopted the experimental approach to achieve the objectives of the study, and used a experimental design with partial control of three groups (experimental and control), as well as

The study sample was randomly selected by 46 students for the first experimental group, 43 for the second experimental group and 47 for the control group. The equivalence between the three study groups was made during the following variables: , The IQ test, the grades of the achievement test for the students, the second grade for the students in the

Arabic grammar for the academic year (2016-2017), and the educational achievement of the parents.

The experiment lasted six weeks for the three study groups, and the researcher prepared the experimental materials and tools:

(15) plans for (5) plans for each of the three groups.

(13) including multiple choice, (13) other complementary phrases, (11) valid statements and errors, (5) the formation of useful sentences, and (5) expressions It has been lined up.

The researcher applied the study achievement test to the three research groups on Sunday 14/4/2017.

There was no statistically significant difference at (0.05) between the average score of the students of the first experimental group and the average score of the students in the control group in the achievement test of the Arabic grammar.

The difference between the two mean groups of the experimental groups (first and control) showed a statistically significant difference at the level of significance (0.05) between the two experimental groups studied according to the structural evaluation strategy and the control group studied according to the normal method. For the first experimental group.

There was no statistically significant difference at (0.05) between the average score of the students of the second experimental group and the average score of the students in the control group in the achievement test of the Arabic grammar.

Statistical methods varied according to the type of appropriate analysis requirements, for the purpose of statistically analyzing data such as Pearson correlation coefficient, Ka-square (Ka²), one-way Anova analysis, coefficient of difficulty and coefficient of discrimination, effectiveness of alternatives,

The researcher reached the following results, finding that:

There was no statistically significant difference at (0.05) between the mean scores of the students of the first experimental group and the average scores of the students of the second experimental group in the test of the achievement of the Arabic grammar.

The difference between the mean values of the mean differences between the arithmetic mean differences between the two experimental groups (I and II) was statistically significant at 0.05 level between the two experimental groups studied according to the structural evaluation strategy and the second experimental group, alternative)

The difference between the two mean groups of the two experimental groups (the second and the control) showed a statistically significant difference at the level of significance (0.05) between the two experimental groups studied according to the alternative evaluation

strategy and the control group studied according to the normal method. For the second experimental group.

According to the results of the research obtained by the researcher showed the superiority of the first experimental group, which is taught according to the strategy (structural evaluation), followed by the second experimental group, which is taught according to the strategy (alternative calendar), and finally the control group taught by students according to the usual method, The first and second experiments on the control group, in the educational achievement test. Based on these results, the researcher made some recommendations and suggestions.