

Authentic Assessment

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Abstract

In the first stage of the process, other forms of marks and scores appeared, especially with regard to students. The previous example is the example in which a high school student is evaluated is the ministerial exam (Tawjihi) and other matters are not considered in the capabilities or creativity of the student, the situation in the educational assessment, the teacher himself, learned how to approach the assessment according to his vision, and is even forced to follow the instructions from the educational pedagogical school. From here and here and then appearing in the field as a school principal and teacher, and from this point of view, the field will shed light on the readiness of the Palestinian educational system for this type of assessment, as well as standing on the deals that prevent it.

Keywords: Assessment, Education, Learning

Higher Review for the Review of the Educational Progress in Palestine in 2015 clarified that the recent methods of assessment that are followed recently in Palestinian schools contributes to improving the quality of education, not solving problems and contributing to building a society, as the educational system is information., and the area surrounding the university in the educational process, both academic and professional. However, the strategy of the ministry of Education from 2017-2022 was not given to the report of the previous committee of the United Nations Training and Education Program, whose goal is achieving national and international exams. Existing assessment at present, audits students in completing student assessment, and is scheduled to conduct a study of the provision of life

Introduction

The educational learning process is a complex system that always needs scrutiny and scrutiny, and because assessment is an essential pillar linked to previous stages within the process. Through Gouda, we learn about the quality of education and the outputs that motivate the learner's energy. Participate in the episode and follow-up from the components of the educational process. Examiners of real education, however, do not touch the true level of the student's fluid. Real learning takes place in meaningful life contexts, the cognitive growth of the learner (Griffin, 2011). Perhaps the modern forms in the field of educational assessment in the continuous assessment in the traditional assessment in accordance with what you want. The report of the

3. In the light of observation, observations, communication and contact of the academic situation of the situation, to the original position, to the fixed position, or the original position, or the original position, or the fixed position, or the original position, or the original position, or the fixed position, or the fixed position, or Fixed, fixed, original position, fixed, fixed, fixed, fixed, position?
4. How can the teaching-learning process that focuses on the human and emotional contact points be made to produce a real learning process (authentic learning)?

Study terminology

real assessment, the authentic assessment, is a true life skill.

Assessment: a continuous and comprehensive process, which does not stop at just giving a grade or rating, but is linked to issuing judgments in the light of specific goals or criteria. (Qasim, 2013).

Assessment (procedural): The process of collecting information using various methods to check students' understanding of the subjects.

Educational assessment: It is the diagnostic, preventive, curative process that aims to reveal the strengths and weaknesses of teaching with the aim of improvement and development. (Majid, 2011, p. 124).

Authentic assessment: It is a form of assessment in which the student is immersed in various meaningful tasks and activities that are related to his

skills that he needs in his daily life, the schedule begins to start with new pensions to start with new practices in starting education. Zeitoun, 2007 believes that authentic assessment is a set of strategies and tools that include authentic or realistic performance tasks, simulations, portfolios, sheets, group projects, exhibits, notes, interviews, oral presentations, self-evaluation, and peer evaluation.

Study Objectives

The study objectives are as follows

1. Determining the defects of furniture in the crystallization of the Authentic assessment in education.
2. A test examining the readiness of the Palestinian educational system to activate the strategies of authentic assessment .

Study Questions

1. What is the advantage of the Palestinian educational system to activate the assessment readiness strategies?
2. What are the obstacles that prevent the activation of authentic assessment strategies

Study sample

A focus group of educational experts.

Instructions

Interviews and notes sent by a group of educational experts.

1. To what extent can it be a consideration?
2. The educational learning circle in the Palestinian educational school, the disparity / disparity in the educational and learning procedures in a school?

Assessment is an integral part of the teaching and learning process and it continues to be "continuous, and it aims to give a picture of growth in all respects, and it is a standard remedial process that gives a more general and comprehensive picture of the current situation." (Abdul-Khaleq, 2007, p. 175).

In fact, educational assessment proceeds as assessment comes after the teaching process through tests that are considered an indicator of achievement assessment, and therefore these results do not improve the student's level of achievement. The student does not know about his results and performance until after the end of teaching or until the end of the school year.

Perhaps the above contains many gaps that the teacher may share with other educational policy makers, as there is no space to use real assessment tools, and this space needs an organized effort related to the needs of students.

And because the traditional assessment system is subject to a linear system, the relationship between the components is one of succession or succession, and the abilities of the students are measured at a specific moment or one of their cognitive abilities, not all aspects.

The relationship between measurement, assessment and evaluation:

Measurement, assessment and evaluation are often confused, as some consider them to be synonyms, and these terms are considered among the most important basic elements in the educational process for development

daily life and his responsibilities in the real world that he will face during and after completing his studies, in order to obtain information about the student's ability to apply what he has learned from the knowledge and skills in new and diverse situations (Mahidat and Al-Mahasna, 2009).

Authentic (procedural) assessment: a type of assessment in which students are asked to perform realistic tasks that demonstrate the purposeful application of the basic knowledge and skills that have been learned.

Real life skill (procedural): The ability and behavior that helps students deal effectively with the events and challenges of everyday life in the real world.

Study Importance

1. This study may help decision makers and curriculum developers to take into consideration the inclusion of authentic assessment tools and strategies in the curricula.
2. Giving a realistic picture from the field to workers in the field of education of different degrees, the necessity of diversifying the assessment in order to achieve the same for the learner.

Theoretical framework and previous studies

First, a brief overview of the educational assessment

The researchers defined the assessment by several definitions, including The process of collecting and analyzing data in a way that enables decisions to be taken in light of the results of the analysis. (Qassem, 2003, p. 262).

the educational process that aims to provide the teacher and the learner with performance results for improvement in the teaching-learning process.

Final assessment: It is at the end of the educational program to identify the results achieved, and gives estimates or grades to the learners showing their competence.

Second: The authentic assessment, its names and objectives

Authenticity is understood as realism, and realism involves linking knowledge with daily life, and this knowledge is used when facing problems, which implies that what has been learned can meet the needs of the learner. There is no doubt that authentic assessment promotes independence and self-reflection, and develops cognitive skills that can be applied in academic situations such as problem solving, critical thinking, communication skills, and teamwork. Studies indicate that real assessment has an impact on the quality and depth of learning that has been achieved by the student. Moreover, the use of authentic assessment faces criticism from higher education, which always emphasizes that students are not prepared for the labor market because they lack the skills needed by the labor market.

(Villarroel, et al., 2018).

The educational literature includes several terms that are synonymous with authentic assessment and lead to the same meaning and content.

Who in approach, direct and natural. Sebai

and improvement. Accordingly, it is necessary to differentiate between them as follows, as stated in (Barakat, 2018).

Measurement: It is one of the assessment tools and one of its units, which is an abstract tool and its results are considered raw results that can then be interpreted.

Assessment: is making qualitative or qualitative judgments about things previously measured, and for that, several tools are used, such as: observation, interview, and report writing, in order to determine the extent to which the program's interim goals have been achieved. In education, assessment or assessment is used to assess the student's emotional development.

Evaluation: Judging a program in terms of achieving its goals, quality or poor level, strengths and weaknesses, and ways to treat them.

Assessment types and areas

As for its fields, it is related to the elements of the educational learning process, which are teacher assessment, learner assessment, curriculum assessment, and educational administration assessment.

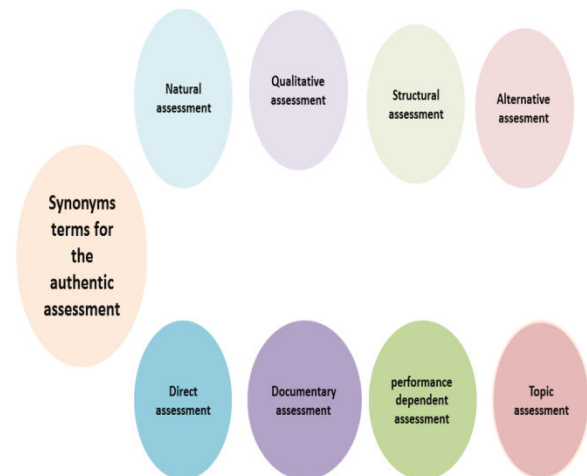
Assessment types: as mentioned in (Al Shamikh, 2018)

Diagnostic assessment: It includes the preliminary or preliminary assessment, then the formative or formative assessment. As for the initial assessment, it usually begins before the beginning of the educational process to determine the level of students before education. As for formative or formative assessment, it is a continuous and inherent assessment of

Dimensions of the original assessment

There are three essential dimensions with regard to the authentic assessment, which are as follows: (Villarroel , et al . , 2016)

1. **Realism:** Realism comes from two things
2. The existence of a real context that describes a framework for the problem to be solved. In the authentic assessment, the context is realistic when the information about the described situation is from real life, which includes questions related to a solution that applies to real situations.
3. A task (job) that should be similar to what we encounter in real or professional life. Here, teachers must know which typical tasks and functions are appropriate and which assessments are simulated.
4. **Cognitive challenge:** In the authentic assessment, the task includes building knowledge and using higher cognitive skills, and for the student to move beyond the classroom so that he can establish relationships between new ideas and previous knowledge, and link theoretical concepts with daily experience in addition to drawing conclusions from data analysis.
5. **Evaluative Judgment:** One of the goals of real assessment is for students to develop criteria about what good performance means so that they can judge



Objectives of the original assessment

Authentic assessment should be an iterative process of applying knowledge, understanding the basis of knowledge and demonstrating relevant skills so that documented assessments confirm process and product quality. In addition to compiling a multi-dimensional and diverse assessment that provides more accurate assessments to measure student learning, moreover, authentic assessment should provide opportunities for self-assessment as well as feedback. (2016, Caudle) From this point of view, the original assessment aims to:

1. Enhance real world skills
2. Encouraging higher cognitive skills such as analysis and assessment.
3. Enhancing creativity and enhancing students' ability to self-evaluate their work and performance.

desired to be achieved. Hence the authenticity and realism of assessment when it helps students understand “quality” and what it means to be “outstanding” as well as develop the ability to assess lifelong and organize learning and performance.

The tools and strategies of authentic assessment include many forms, including (Abdul Samie', 64: 2007) as mentioned in Al-Hujaili (2016)(

their own performance and organize their learning so that they can identify areas that need improvement and note changes over time. Formative assessment is one of the main components of the development of assessment judgment, which is based on the use of dialogue about feedback, and this leads to help students make a comparison between their efforts and the standards

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|----|----------------------|
| 1 | Portfolio |
| 2 | Rubric |
| 3 | Reports |
| 4 | Concept Mapping |
| 5 | Observation |
| 6 | Interview |
| 8 | Projects |
| 9 | Presentations |
| 10 | Open Ended Questions |
| 11 | Check list |
| 12 | Quizzes |

| | |
|----|-------------------|
| 13 | Thinking logs |
| 14 | Self-assessment |
| 15 | Exhibitions |
| 16 | Inventions |
| 17 | Laboratory tasks |
| 18 | Peer Assessment |
| 19 | Oral Presentation |

to identify strengths and weaknesses in mastering the skills required for both the teacher and the student alike. In the checklists, the teacher prepares a task that includes a set of questions related to effective performance, and then uses these questions as a tool to judge the quality of student performance (Al-Ahmadi and Briquette, 2015).

3 - Rubric

This tool gives the teacher the opportunity to include verbal levels of the skill to be evaluated and divide it into several levels in a more detailed manner than the rating scales, according to a gradation from four to five levels, one of which represents the absence, scarcity or presence of the skill, and the other end represents its presence, where an accurate description of the learner's performance level is provided, which provides A formative assessment of his

The most common tools can be discussed as follows

1 - Rating scale

It is a tool that shows the learning skills whether they are low or high, as each paragraph is graded from several categories or levels. One end of the scale represents the absence of the quality that is being appreciated or desired, while the second party represents its completeness or completeness, and what is between the two degrees represents varying degrees of the existence of that quality. There are several forms of estimation scales, including the numerical estimation scale and the verbal estimation scale (Al-Absi, 2010).

2 - Watch lists: Check list

It is one of the effective means of collecting brief information, especially when there are a number of important criteria. It also provides the possibility

Self-reflection strategy

This strategy relies on transforming previous learning into new learning, and the student reflects on previous experience, identifies strengths and weaknesses that need improvement, and determines what will be learned later. Therefore, this strategy is an essential component of self-learning, as it provides the teacher with a real opportunity to develop metacognitive and critical thinking skills and take responsibility for his learning.

Characteristics of the original assessment

The authentic assessment is characterized by a number of characteristics that would clarify the means, methods and nature of the authentic assessment, and these characteristics are: (Mahaidat and Al-Mahasna, 2009).

1. Relying on real life problems, which reflect the students' ability to employ their abilities, skills and knowledge in finding solutions to the problems they face, and making achievements that affect their daily lives.
2. Giving students the opportunity to assess their own progress. Therefore, the authentic assessment is considered a "talk of reference." In addition, it contributes to improving the learning and teaching processes to provide teachers, students and parents with immediate feedback.

performance, and the teacher can provide the learner with the feedback he needs (Awda, 2005).

The original assessment strategies, as presented in Odeh (2015), were as follows:

Performance based assessment strategy

This strategy allows students to use the skills they have learned from new life situations that simulate reality and reflect their mastery of what they have learned in light of the educational outcomes to be achieved such as demonstrations, simulations, and debates.

Observation strategy

It is one of the types of qualitative assessment in which the learner's behavior is recorded to know his interests and tendencies in order to judge his performance. It may be an automatic observation based on watching the behavior and actions of the learner in life situations, or an organized observation that represents watching the behavior in a pre-planned manner, taking into account the surrounding circumstances such as time and place, and the criteria for each observation.

Communication strategy

This strategy is based on collecting information from sending and receiving ideas in a way that enables the teacher to know the progress made by the learner, in addition to identifying his way of thinking and his method of solving problems. Encouraging learners to exchange experiences as a result of their interaction with each other.

student by other arbitrators (Al-Absi, 2010).

Principles of the authentic assessment:

The authentic assessment is characterized by a set of foundations and principles to be followed:

1. The authentic assessment is democratic: it is based on respecting the student's personality, making him feel important, and accepting his results and self-assessment.
2. It takes into account individual differences among learners: it provides a number of assessment activities that determine the student's achievement, and identify strengths and weaknesses in achievement through the use of performance criteria.
3. Authentic assessment is integrated and comprehensive: There is interdependence and integration between the assessment methods used, as they give an integrated picture of the curriculum, the student, or the item to be evaluated. Authentic assessment uses various means to measure student performance in order to obtain information from a variety of sources, and this information may be quantitative or qualitative. (Al-Hroub, 2018).
4. Authentic assessment is a process that accompanies education: realistic assessment links teaching and learning to

3. The possibility of making accurate and objective judgments about the progress of students, as well as the quality of the elements of the educational system.
4. Authentic assessment positively affects the teaching and learning processes and increases the quality and quality of assessment processes, because it provides the opportunity to use multiple assessment methods and means.

In confirmation of the above, and in order for the original assessment to become effective, it must possess:

1. **Criteria levels:** they provide the criteria that we use to judge and evaluate student performance, and this is done by describing the different levels expected of performance.
2. **Multiple quality indicators:** The development of a single indicator of the quality of performance does not give a clear picture of the set of skills or abilities that contributed to the formation of the student's performance. Therefore, there must be a multiplicity of quality indicators, especially since most of the skills include sub-skills or various abilities.
3. **Fixed judgments:** This is achieved through the use of tools that have the ability to issue the same judgment to the

dealing with them, and increases his bearing responsibility and increases his ability to think (Al-Harb, 2018).

3. **Educational objectives:** The authentic assessment achieves the desired educational objectives, as it enables the student to possess realistic skills that provide him with cognitive efficiency and practice his daily life and employ the skills he possesses.

Despite the many positives that educators point out with regard to authentic assessment, there are trends among some that authentic assessment has negative repercussions on the educational process, as stated in the study of Al-Zoubi, (2014), where it indicated that this authentic assessment depends largely on tangible activities. In addition, it tends to personal judgments, and lacks unified standards, which leads to a deficiency in the process of monitoring grades, which causes a kind of unfairness, failure to achieve educational goals and confusion for the teacher.

The competencies of the evaluator teacher

Achieving the desired outcomes from the original assessment requires a teacher with competencies that qualify him to manage the educational process, and these competencies include:

1. **Personal competencies:** they include the ability to focus, impartiality and provide feedback in a correct manner, as well as dealing with

provide an opportunity for the student to achieve the desired performance, and to provide immediate feedback on the achievements that have been achieved to correct the student's learning path (BaniYassin, 2012)

5. Authentic assessment is a collaborative process: this is evident by following learning methods

Collaborative and group work, where students cooperate at different levels, which provides better educational opportunities, and enables the teacher to evaluate students' work and provide the necessary assistance according to each student's need. (Al-Hroub, 2018)

The authentic assessment and the elements of the educational process

The use of authentic assessment must be reflected in the elements of the educational process and achieve a change in its outputs. This can be addressed through its reflection on each of the following:

1. **The teacher:** the authentic assessment gives the teacher a clear picture of the students' abilities and skills, in addition to the ways through which they can achieve the required results, as well as the knowledge of the most appropriate ways to reach the desired educational goals.
2. **The student:** the authentic assessment provides the student with skills that make him adapt to the requirements of future life, and the mechanism of

goals and strategies, knowledge of the content of the curricula and textbooks he studies, in addition to his mastery of clearly defining assessment objectives and the ability to build tests that analyze them and provide appropriate feedback. (Al-Hroub, 2018).

problems and finding appropriate solutions to them, as well as the ability to keep pace with developments and changes in his field of specialization and the ability to adapt.

2. Cognitive competencies:

which include all educational

Through several studies that compared the traditional assessment with the original assessment, we reached some of them, which are as follows:

| original assessment | traditional assessment |
|---|--|
| Focuses on higher levels of knowledge (analysis, conclusion... | Focuses on specific cognitive levels (remembering, memorizing) |
| It is concerned with measuring the learner's performance in real life situations | It does not measure the learner's ability to apply understanding and information through life situations |
| Students must be involved in assessing their learning through their performance and activities. | It follows the approach of the behavioral school theory which is not concerned with the learner's participation in educational activities. |

include in the course description strategies and tools for realistic assessment. And benefit in building a more detailed and specific self-assessment for the teaching member in practicing strategies and realistic assessment tools.

Bilbesi Study (2016) :This study aimed to clarify the relationship between realistic assessment and the requirements of total quality through a review and analysis of literature and related studies. educational learning. Among the study recommendations::

Previous Studies (Foreign Arabic)

Annaji Study (2018) :This study aimed to determine the appropriate realistic assessment strategies and tools for faculty members in the College of Education and the degree of their practice of them. Among the most important results of the study: the identification of six strategies and five tools for realistic assessment, it was found that their practice of the strategies was a large percentage, while the percentage of their use of the tools was medium. The most important recommendations of the study were to

the original assessment was weak. The overall average of the total obstacles to using the original assessment was of a high degree.

Among the most important recommendations:

The necessity of holding training courses for science teachers to introduce how to use the original assessment. The necessity of preparing a procedural guide for the mechanism of applying the authentic assessment in the faculties of education within the science teacher preparation programs

Study of Al-Mohammadi et al. (2015): This study aimed to reveal the obstacles that prevent the use of real assessment in evaluating the performance of female students from their point of view and from the point of view of faculty members. The study used a scale to measure the obstacles prepared by the researchers. The sample consisted of 65 female teaching staff and 395 female students from the College of Education. The overall results showed that there is a large discrepancy in the use of the real assessment. Suggestions were reached to overcome the obstacles that prevent the use of the real assessment.

Study of Oreen et al. (2014): It aimed to identify the training needs of middle school science teachers to employ real assessment. To achieve the objectives of the study, the descriptive approach and the questionnaire were used as a tool for the study, and the study sample consisted of (174) male and female teachers. The results showed a significant difference in teachers' self-efficacy in using the real

The necessity of evaluating the learner in real life situations related to his reality in the life situations with which he interacts. The need to focus in the assessment process on the educational outcomes acquired through the educational activities and programs presented to it at different times. This study emphasizes the importance of the learner's focus as it is the most important outcome of the educational process, which enhances his positive attitudes towards the learning process and his future in various respects.

The study of Abbott (Abbott, 2016) dealt with the practices of social studies teachers of real assessment and their perceptions of it. To achieve the objectives of the study, the researcher followed the descriptive approach and applied the interview tool to six teachers of the preparatory stage who are at an expert level. The results showed that the practice of real assessment, especially the performance-based methods, was constrained by the availability of the appropriate place and time.

Al-Osaimi Study (2015): This study aimed to identify the demands of using authentic assessment among teachers of natural sciences at the secondary stage. The researcher used the questionnaire as a tool to study on a sample of 277 teachers of natural sciences. It resulted in:

The overall average of the demands for the use of the total authentic assessment was very large. The overall rate of availability of the total authentic assessment demands was a weak degree. The overall rate of total use of

educational experts that female teachers have more self-efficacy in using real assessment. While Al-Mohammadi's 2015 study included a sample of teachers and students, however, the results came with a clear discrepancy in the use of real assessment.

Challenges facing the authentic assessment in general

Many parties interfere in the possibility of adopting the authentic assessment in the teaching-learning process, some of which are related to the teacher, the student, the trainer, the supervisor or other competent authorities. Whatever it may be, what we are witnessing of a decline in the level of students' achievement and the level of their involvement in society and in its practical contexts is the biggest evidence of the existence of obstacles.

Obstacles can be defined as a set of factors and variables that impede teachers in employing methods and tools of real assessment, and also lead to the failure to achieve educational goals or reduce their efficiency and effectiveness. (Yousef, 2018).

Most of the studies that dealt with the obstacles that stand in the way of the practice of authentic assessment or its followers in the educational system, were quantitative through the results of a questionnaire directed to each of the parties practicing authentic assessment. In the study of Abu Shaira and others, 2010. And through the paragraphs of the questionnaire directed to teachers, it was found that the obstacles related to the teacher were a cause, to a very high degree, as a result of assigning the

assessment according to the gender variable in favor of females.

Cheng's study (Cheng, 2006) :In the same context, it came to identify the assessment practices in Hong Kong schools in China, and the extent to which alternative assessment methods are used in these schools. The study sample consisted of (8) male and female teachers. The results showed that male and female teachers depended on traditional assessment methods because they did not have sufficient knowledge of alternative assessment methods and their desire to see how to use them.

Yildirim Study (Yildirim, 2006): He conducted a study aimed at investigating the assessment strategies used in the secondary stage in social studies subjects in Turkey. The study period lasted for three consecutive years, to show how students were evaluated and the strategies used. The study sample consisted of (81) teachers and (576) teachers in the selected schools. The results indicated that short-question tests were the most frequently used, followed by oral tests and then open-ended tests. The results also indicated that such tests are not sufficient to evaluate their real performance in social studies subjects.

Commenting on previous studies

Previous studies dealt with authentic assessment and the extent of its application by identifying strategies and tools for authentic assessment, and the sample differed in previous studies. Where they are not trained on that. Perhaps what was stated in Oren's study agrees with the opinion of

Palestinian educational policies, and their readiness to activate the authentic assessment based on the possibility of teachers practicing it and the obstacles that prevent it.

The first question: To what extent can Palestinian educational policies provide educational content that employs real learning strategies?

With regard to the Palestinian educational policy, one of the educational experts pointed out that there are educational policies that talk about authentic, real or realistic assessment and call for it as an entrance to real education.

While another expert indicated that the educational policy still relies heavily on the textbook, which in turn has not kept pace with the recent developments that have taken place in the curricula in many countries, and its focus remains on achieving a set of general and specific goals without focusing on learning outcomes.

Another expert stresses that the educational policy calls for authentic assessment, but teachers rely on content that is inappropriate for authentic assessment.

One of the supervisors points out that the educational policy has introduced the original assessment by adopting part of the weight of the mark, but this is not enough because this perpetuates the traditional pattern in the assessment. And stresses the need to rethink the exam and its application mechanism. We do not deny that the curricula are based on the spiral curriculum reinforced by activities that activate the student, but dealing with

teacher many administrative tasks within the school, and the large number of teaching burdens on him, which hinders the application of the realistic assessment system.

The paragraphs that came with a high score were in the following paragraphs

The teacher completes the students' achievement files for fear of accountability.

No material incentives are provided to the teacher when applying the realistic assessment system.

The specified class time does not help in applying the realistic assessment system.

The teacher does not believe in the importance of school activity as one of the elements of the achievement file.

The number of students in the class.

The self-will of any party that evaluates, whether the teacher, the administration, or the supervisor.

Lack of understanding of the original assessment and its necessary tools.

Changing the convictions of community members about the culture of degrees.

Experience, resources and time.

Objectivity in the assessment.

While Youssef's 2018 study indicated that the obstacles to implementing real assessment are related to the teacher's weak awareness of real assessment, and his weak skills in employing real assessment in the classroom, in addition to administrative practices and student practices.

The answers of the educational experts will be addressed by focusing on the questions of the study in relation to the

between the high school exam, the GCE exam and the IB exam.

The disparity between schools was pointed out by another expert by classifying male and female school teachers, where he emphasized that female teachers are more constrained and committed to applying skills and strategies, as the creative teacher will diversify with interactive teaching strategies.

Hence, the authentic assessment is embodied when the student's knowledge is transformed from immediate knowledge (in the classroom) to future knowledge (life skills) that help him to think and solve problems. Real learning strategies lead to harmony between teaching and assessment strategies. It is necessary to take into account the patterns of students in the use of assessment tools, and take into account the individual differences and multiple intelligences of the students.

In the context of his talk about two programs related to the design of education, he referred to the ADDIE program, the general planning model, and the UDL holistic learning model, which was built in 2011.

The third question: In light of the field experience, observations, communication and contact with the situational academic situation, to what extent can it be sensed that the teacher practices authentic assessment or that he has a readiness for that?

Regarding how muchThe teacher's mockery of the practice of authentic assessment. An educational expert indicated through his field follow-up

them remains within the traditional mold.

The second question: To what extent can we judge the authenticity of the assessment that is practiced in the teaching-learning process in the Palestinian school, given that we are aware that there is a disparity in the teaching-learning procedures practiced in each school?

The Palestinian school in general relies on the traditional assessment systems accompanying the general educational policies, as there is still a gap between the implementation of the curriculum and the strategies of the assessment tools. The test is still the main tool used in the assessment process, and it is not an indicator of the authenticity of the assessment, bearing in mind that authentic assessment is a concept that has been introduced into the educational system in an abstract way that teachers and schools have not been trained to use and employ.

Another expert pointed out that private schools in particular use the authentic assessment in the early stages, while it is difficult to continue this use in the advanced stages because of the impossibility with the momentum of the curriculum and preparation for the secondary stage and preparation for the general secondary examination.

Another expert confirmed that the disparity between schools in terms of the internal system and educational policies is related to the private schools' possession of a more flexible and changeable educational system, and this disparity appears, for example,

shortcomings in employing teaching and assessment strategies.

While another expert explains that the teacher's lack of authentic assessment skill is a result of his lack of exposure to it in previous educational stages, whether at the school or university level, which led him to further weakness in possessing the skill, and in addition to that, the lack of training and qualification of teachers and their education in colleges and universities on the Authentic assessment.

Fourth question: The Corona pandemic imposed the reality of using technology, and it was used in a somewhat coercive manner.

Experts confirm that the Corona pandemic imposed the reality of the use of technology in a coercive manner, and they considered that the authentic assessment meets the needs of this type of educational and learning procedures, with the need to focus on that the authentic assessment is the assessment of the learner's performance, and given the performance assessment tools (self-assessment), which is the student's file, the quantitative assessment scale The use of performance assessment has become a necessity to meet the objectives of the blended learning assessment, and through the application and use of technology by teachers and schools in education (blended teaching and learning) it became clear the necessity of employing this type of assessment, but the challenges and obstacles The suffering of the entire educational system in Palestine has prevented the

that the teacher did not show the depth of the concept of authentic assessment or his knowledge of tools and strategies, which in turn is reflected in the teachers' reluctance to use this type of assessment as an essential element of the educational process due to lack of familiarity with it as a concept or knowledge.

As for another expert, he linked the teacher's lack of readiness to his lack of conviction in this assessment, as he has no prior positive attitudes about him, so he needs training and effort. Attitudes are the main entrance to participation, whether positive or negative. Also, teachers do not have sufficient skills to practice authentic assessment, and there is no adequate, sustainable, needs-based training that allows for its use. Therefore, the teacher must walk within basic principles based on the curriculum, directions and skills, which are interspersed with a well-designed training program to promote contemporary trends in the assessment in an integrated, thoughtful and structured context supported by projects and analyzes, and this will inevitably lead to change.

He noted that the training programs need a trainer who has the ability to change trends and influence, and who possesses power, not authority, and works from the standpoint of experience, mental maturity and knowledge.

While another expert believes that the teacher chooses the traditional method to get used to it, which explains his

and trends, and human communication leads To real learning.

Other experts emphasized the importance of respect, trust, and attention as important components of real learning and real assessment.

The most important results that were reached through the expert interview:

1. The Palestinian educational policy is concerned with diversifying the assessment in the educational and learning process, especially the original assessment. However, the application and implementation of this is faced by several obstacles, including those related to the teacher himself, the curriculum, or the educational environment itself.
2. Teachers' turnout for training courses is not out of desire and development, but rather out of duty and imposition. This is because it does not meet their basic needs.
3. There is a strong relationship between e-learning and authentic assessment, as e-learning supports authentic assessment and helps with its means to develop the learner's self-learning.
4. Palestinian schools vary in the educational and educational procedures practiced in each school according to the internal administrative system. The public school depends in its assessment procedures on the regulations and instructions of

achievement of successes in this field, with the existence of experiences that can be recorded as role models.

Another expert confirms that the pandemic forced us to look at other methods of assessment, especially with the absence of students in schools.

Another expert points out that there is a strong relationship between e-learning and authentic assessment, because e-learning constitutes fertile ground and saves resources and time, as well as developing self-learning for the learner through the independence he obtains from the multiplicity of sources and the diversity of available tools, communication with others and exchanging the experiences of others. Technology meets the needs of authentic assessment, and e-learning needs authentic assessment, and authentic assessment is built on authentic learning.

The fifth question: How can the teaching-learning process that focuses on the points of human and emotional contact be made a process that necessarily produces real learning (authentic learning)?

The relationship between the teacher and the learner is very important, the basis of the human relationship that is based on respect, trust, encouragement and empathy, which is reflected in the educational process positively as the teacher feels his humanity, and it is very important for emotional communication through the teacher's knowledge of the learner's needs and knowledge of his developmental characteristics as well as his tendencies

private educational institutions, unanimously agreed that implementing authentic assessment strategies requires trainers who are able to see what the teacher needs first. What the student needs. However, the educational content itself, and with all the attempts to change and alter it from time to time, did not have any significant improvement in the field of assessment that we aspire to, and it remained in the field of traditional assessment, despite the claim to include part of the activities and projects in the so-called assessment of student performance.

From here, and in order not to hold the curriculum and the teacher responsible, there must be concerted and honest educational efforts that are jealous of the nation and the country, and their exit from the circle of silence with initial steps initiated by the teacher with competence and will and circulated as an initiative that carries with it new strategies that may affect the state's policy and budgets in order to lay a solid foundation. The teacher is respected and his moral value is restored, which will enhance his desire to change for his own benefit, the student and the community.

Study limitations and restrictions

Finally, it is necessary to mention the most important problems that the two researchers faced:

The lack of cooperation by some educational experts in providing information that diagnoses the state of the Palestinian educational policy with regard to the original assessment, or

the Ministry in an absolute way, while there is flexibility in that in private educational institutions, except for the secondary stage.

5. The direct relationship between real education and real assessment, each of which calls for the other and imposes it in a context that takes into account human communication between the teacher and the learner.
6. The necessity of evaluating the learner in real life situations that show the educational outcomes acquired through supporting activities and programs.

Most important recommendations

Working to contain the teacher and persuade him to change through targeted training workshops that suit his needs and desires.

Involving the teacher with the idea and plan of change as a matter of notifying him of responsibility, and not out of duty.

Educating parents and society about the importance of changing the assessment by clarifying it and sharing with them the ideas associated with it. Developing students' assessment and self-learning.

Effective communication and accountability with and with educational policies with all its parties.

Conclusion

The results of the interviews' data analysis cannot be separated from each other. All experts, regardless of the entity they belong to, whether the Palestinian Ministry, UNRWA or

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their diplomatic apology for not having time.

The lack of Palestinian studies that dealt with educational policies related to authentic assessment.

The time specified for completing the assignment prevented some interviews from being completed.

In conclusion, we seek to develop this research task into a publishable research, and add a set of axes related to authentic assessment tools and strategies in a questionnaire directed to teachers in schools of different types in terms of the administrative system, and compare the results of our findings from educational experts with what will result from the results of the teachers' questionnaires.

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